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ABSTRACT

In this report, the background, progress, and evaluation of the Govan project for educationally disadvantaged inner city children are discussed. Background information is discussed in terms of (1) the interaction between disadvantagement and education; (2) the relative success of intervention programs such as Headstart in the United States; (3) a pilot study in Govan; and (4) the practical framework, philosophical approach, fundamental educational principles, and program patterns of the Govan project. The Govan project is described in terms of its location and facilities, neighborhood education, education in the primary school, project resources, and its administration and management. The evaluation of the project examines significant educational contact with the community, utilization of resources and educational underachievement of students. In addition, the following topics are examined: (1) apathy of parents; (2) education and regeneration of the community; (3) the role of parents and professionals; (4) development of home/school relationships and promotion of inservice training; (5) administration; and (6) prerequisites for change in the practice of parents and teachers. (Author/MC)

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STRATHCLYDE REGIONAL COUNCIL
DEPARTMENT OF EDUCATION

UNIVERSITY OF GLASGOW
DEPARTMENT OF EDUCATION

STRATHCLYDE EXPERIMENT IN EDUCATION

GOVAN PROJECT

A PUBLIC REPORT

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The Strathclyde Experiment in Education is an action research project based in Glasgow. It was established in 1976 to counteract the educational disadvantages affecting children living in an inner-city area. By fostering a greater awareness in parents and professionals of the importance of adult/child interaction both in the home and in the school, it is hoped to create an environment more conducive to effective learning in children.

The Experiment was set up by Strathclyde Regional Council and the University of Glasgow in August 1976 and is funded by the following bodies:-

Strathclyde Regional Council
Urban Renewal Unit, Scottish Development Department
Notre Dame Educational Trust
University of Glasgow
Manpower Services Commission.

As the Experiment is at the halfway stage, it is considered appropriate to present a summary of the work to date.

This Public Report has three main functions -

1. To describe the background to the Experiment.
2. To present the progress made during the first 18 months of operation in Govan.
3. To draw some tentative conclusions about what has been learned.

The Report is intended for a wide readership, but in particular it is aimed at educational decision makers and practitioners - politicians, administrators, teachers, parents and other interested adults.

Copies of the Report (price £1) may be obtained by writing to:

The Secretary/Administrator,
Strathclyde Experiment in Education,
University of Glasgow,
Department of Education,
1 Lilybank Gardens,
Glasgow.
G12 8RZ.

SECTION I : POVERTY AND EDUCATION

1.1 : Introduction

1.2 : Strathclyde, Deprivation and Education.

1.3 : Related Projects.

1.4 : A New Initiative in Strathclyde.

1.5 : Theory into Practice.

1.1 INTRODUCTION

There is extensive and impressive evidence to show that the current educational system is not effective for a large proportion of children. Many of the children who "fail" are to be found in "areas of need" where difficult social conditions are associated with a way of life divorced from the world of school. The potential and opportunity of young people brought up in "areas of need" are limited by low expectations, lack of understanding and negative reinforcements which are characteristics, not only of home, but of the school and of the community. *

The Strathclyde Experiment in Education is an attempt to find a new approach to the education of children living in a small community in Govan. The Experiment is based on the concept of educational integration, which embraces the informal experiences in the family and neighbourhood, and the more formal experiences in school.

Situated in Moorpark Estate, the Experiment is focussed on the socialisation systems used by adults in shaping children's lives. Adults in each component of this intricate network - the family, community and school - are often ignorant of the extent of their influence in the development of intellect and social awareness. By working with parents, community leaders, teachers and other professionals, we are attempting to bring about a deeper understanding of partnership in education. To quote Earl Schaeffer:

> *"We need a comprehensive view of education - the family, the community, the mass media, the school and the professions. All have a role to play, just as we do. Our role is to be leaders, organisers, resource persons, and consultants who build the strength of family, community, professions and institutions. We need an educational system which emphasises confidence, competence, and responsibility of the parent, which the professions too often take away."*

In searching for a way ahead in education it must be stated that educationists (be they academics, local authority administrators and/or teachers) cannot alone solve the problem - the roots of the problem run much deeper than the capacity of any one group. Solution depends on the pooling of energies to be found in the community itself, with a favourable political climate as well as the expertise and /

Footnote: In Section 1 of the Report the words 'home', 'school' and 'community' are generic terms and do not refer specifically to Govan.

and support from the educationists, the planners and other social agencies. But above all, it depends on a consensus within society as a whole that the concept of 'progress of mankind' incorporates a deep concern for the inequalities in our society.

Nevertheless, education has a crucial role to play in the regeneration of inner-city areas. It is through education that significant changes in attitude will be brought about - both in professionals and in parents.

Few can deny that we in Strathclyde are faced with an enormous problem of social deprivation and that the situation is more than an infringement of our notion of justice. Epidemics demand mass vaccination, but in this case the vaccine is not, and perhaps never will be, available. We are convinced that no one formula for the eradication of deprivation exists. All we know is something of the nature of the ingredients to encourage local residents to throw off the cloak of apathy and to awaken in the professionals a new sense of service to the community that needs them.

It is our hope that, as Scotland moves rapidly towards the twentyfirst century, the ideals of tolerance, love with responsibility, self-discipline and imagination, will be adopted.

1.2 STRATHCLYDE, DEPRIVATION AND EDUCATION

The 1971 Census Report and the work of the National Children's Bureau have brought to light the extent and complexity of urban deprivation in Strathclyde. In response, the Regional Council has declared its intention to tackle this serious social problem as a matter of urgency. In its first Report ("Multiple Deprivation") published in October 1976, three levels of the problem were identified.

Material Level:

This refers to family poverty and primarily affects the low income group and the unemployed. The effect is to remove almost totally any choice for the healthy development of the family group. Stress, apathy and dependency are commonplace.

Service level:

This refers primarily to the attitudes in the professional groups - health, education, police, social work, etc. Many members of these groups, perhaps subconsciously, fail to acknowledge the worth of human life, irrespective of the circumstances in which that life is being lived out. The effect on the disadvantaged is to convince them of the worthlessness and hopelessness of their situation, resulting in an almost total lack of positive motivation to work towards the amelioration of their depressing circumstances.

Community level:

This refers to the psychological, self-defeating characteristics associated with particular communities which serve to reinforce such features as hopelessness, dependency, stigmatisation, etc.

The Report concludes :

> *"that deprivation can only be tackled effectively by the co-ordinated response of members and officers from central and local government closely involved with the community in an educative, regenerative process."*

If, therefore, education is seen as an important component of the regeneration process in Strathclyde, what is the extent of our knowledge about the relationship between education and deprivation?

The literature abounds with evidence to show that the response to our present education system from those who are recipients of the service - chiefly children and parents - is vastly different between different social groups.

*

Eric Midwinter summarised some of the available evidence in the following table:-

TABLE I

	Sub-Normsville	Normsville	Super-Normsville
Poor reading ability at 7	35%	30%	20%
Selective or 'top stream' places at 11	17%	25%	45%
Number gaining five O levels	9%	20%	35%
Number staying in sixth form	8%	19·5%	30%
Number going on to higher education	3%	7.5%	16%

At each stage of the schooling process, children living in disadvantaged circumstances perform at an inferior level when compared with their more privileged peers. What is more, the above table shows that differentiation increases as children get older. If poor performance is one of the features of the psychological syndrome of deprivation, one may ask what effect schools themselves are having on those children from areas of social deprivation. Are they helping to alleviate the problem by giving those children a sense of purpose and hope, despite poor performance, or are they reinforcing or even exacerbating the problem by condemning them to frustration and desperation? This question has been and still is, a source of heated debate not only in education but in society at large.

Several studies support the view that many schools are indeed agencies for differentiation though there is,and perhaps never will be, any empirical support for the view that schools actually cause worthlessness, apathy and alienation. It is the considered opinion of the authors that there is a great deal of inherent value in schools. Schools can be places where joy is found in learning, where creative talent is fostered, but unfortunately schools have remained relatively unaffected by the changing values in society. We believe that the educational informal processes at work in the school have become divorced from those informal processes at work in the community. It is pointless attempting to attribute blame as we consider that both school and community need to become more aware of their impact on the learning of pupils. The formal and the informal must come closer together to minimise conflict and confusion and work towards a greater understanding of the needs of all concerned.

Irrespective /

*Footnote: MIDWINTER, E. *"Education for Sale"* Allen & Unwin 1977.

Irrespective of where one stands on the schooling issue, we are faced with a further question of whether with a different approach, education can give birth to a new sense of purpose - a new sense of change in the times. Can indeed education convince the powerless that their plight is not a visitation of fate but a remediable condition?

The research evidence on this issue is equivocal. Initial results from such projects as Headstart and E.P.A. were not particularly acclaimed as successful. However, some recent evidence from the U.S.A. does indicate some tangible positive long term educational effects of Headstart.

1.3 RELATED PROJECTS

Headstart (USA)

This diverse programme, which began in 1965, in response to the Civil Rights unrest of the early sixties, was designed to increase the educational achievement of socially deprived children in the U.S. By 1971 the programme became the target of a bitter attack, the principal criticism being that whatever intellectual improvements are endowed on the participating childrem very rapidly fade away when they pass on to "normal" schooling. Now, however, sufficient time has elapsed to allow thorough longitudinal studies of individual programmes. All 96 studies that have been carried out so far indicate a persistent positive effect from early educational intervention. For example, one of the most dramatic results to emerge in the last year came from Gordon at the University of Florida. In his programme, which places great emphasis on parental involvement, only 1% of the Headstart children (of whom there were 200 in the study) had to be referred to special education classes. This compares with 30% in similar children not participating.

Headstart is still very much alive in the United States, many children involved in the early programmes being supported and monitored under Project 'Follow Through'.

The debate, which has surrounded the educational benefits of the programmes is a source of current controversy in the U.S.A.*1 Although the evaluation of 'Follow Through' has cost $30 million, conclusions about its effectiveness remain contentious. The present state of knowledge is expressed in the title of a recent paper by Ernest House et al. *"No Simple Answer : Critique of the Follow Through Evaluation"* *2

Homestart (USA)

This project was established by the Office of Child Development some three years ago to increase the level of consciousness in children's lives. It grew out of an awareness in some of those associated with Headstart of the value of educating parents to work with their own childrem rather than educating children apart from their families.

To /

Footnotes: *1 LAZAR, IRVING, et al. *"Preliminary Findings of the Developmental Continuity Longitudinal Study" 1977.* A paper presented at the Office of Child Development Conference entitled "Parents, Children and Continuity" held at El Paso, Texas. May 23rd 1977.

*2 To appear in the Harvard Educational Review 1978.

To quote Earl Schaeffer:

"I think the goal of Homestart is to increase the level of consciousness in all parents, to make them aware of their importance in their children's lives, to help them obtain the information they need, to provide the help they need to be more effective with their children, and to make them aware of mass media and community resources that they can use in the education of their children. Then the professions and institutions must become more effective collaborators with those highly conscious parents. That means we need to develop a new consciousness in professionals - a consciousness that their role is not restricted to the school-age child in their classroom or the child in the day care center, but that their major role is in strengthening and supporting the family's care of the child, with a secondary role of supplementing but never supplanting family care."

1.4 A NEW INITIATIVE IN STRATHCLYDE

Background

There are three interlocking strands that culminated in the establishment of the Govan Project in 1976.

(i) Notre Dame pilot intervention work in Govan.

(ii) The research collaboration between the University and Jordanhill and Notre Dame Colleges and also Renfrewshire Child Guidance Service.

(iii) The initiatives taken by two Regional Councillors, the Regional Director of Education and the present Project Director.

To understand the background of the Govan Project, each component requires some explanation.

Notre Dame Pilot Study

The Notre Dame work had two stages. A preliminary study was made by the present Co-ordinator in various parts of Govan in 1974. This was concerned with the possibility of fostering language development in the home. In November 1974 Jordanhill College of Education recorded a section of this work in two video tapes entitled "Stairhead Seminar" and "The Concept of a Black Pudding". (See Appendix for a list of the S.E.E. video tapes).

Analysis of this work supplied two pointers for the next stage:

(a) Language development work should be with all the significant adults in the child's environment.

Work should include not only parents and leaders within a community but professionals such as teachers, social workers, health visitors and community workers.

(b) The most suitable geographical area was one in which some movement had already been made to improve basic material conditions. Within the areas already investigated in Govan, this pointed to the present Moorpark known at that time as "Wine Alley". A house modernisation and environmental improvement scheme was nearing completion at the time of selection.

In March 1975 the Project Co-ordinator was given a promise of support from Notre Dame Educational Trust to establish a small project in Moorpark for a period of two years. Glasgow Education Department agreed /

agreed to a part-time appointment for the Co-ordinator in a Govan Secondary School, to facilitate the work. In August a letter was sent by the Department to the local schools to invite them to co-operate in this small project. A survey of the 120 homes in Moorpark in which there were three to eight year olds was made, to find out if parents discussion groups would be acceptable. The response was very positive. In November 1975 a video tape "Join the Professionals" was made. This shows the positive response made by the professional groups approached, to the first small piece of educational work already done in some homes, and the interest in further home/school liaison.

Before the first year of this project was completed, the expansion into S.E.E. had been prepared .

Research Collaboration

Since 1972 the University Department of Education has been involved in a small way with action research projects in two Centres - Rosevale and Ferguslie Park. The Rosevale Project was a joint Notre-Dame - Jordanhill College - Nursery School Project with an emphasis on language development. The present Govan Project Director assisted with the analysis of the statistical material collected for the evaluation.

Also in the preschool field, the University and Renfrew Child Guidance Service co-operated in studying different ways of promoting cognitive growth in disadvantaged children by involving the mothers in more structured work with their children. *1

The Setting up of S.E.E.

After the cancellation of the Computer Assisted Instruction (C.A.I.) Project in Glasgow in May 1975, two Regional Councillors (Cllrs. Cannell and Green) requested that the Education Department of Strathclyde Regional Council mount a project in the East End of Glasgow to improve the education of children living in disadvantaged circumstances. After a preliminary meeting with Mr. D. Burns (Depute Director of Education for Strathclyde Region), Cllrs. Cannell and Green, and the present Project Director, it was decided to set up a working party to devise a plan for a small well contained project somewhere in Strathclyde, preferably in Glasgow and preferably in the east end of Glasgow.

After much discussion, it was decided to mount a pilot project, not in the east end, but in an area where some work was already in progress. The present Project Co-ordinator, who became a member of the Working Party, was then requested to submit a scheme for the expansion and extension of her previous work in Moorpark, Govan. The plan was submitted in December 1975 and final agreement between Strathclyde Region, the Scottish Office, Glasgow University and Notre Dame Educational Trust was realised in May 1976. Advertising and appointing staff took place in July and August of that year, and the work began with the commencement of the 1976/77 school year.

*Footnote: WILKINSON, J.E. and MURPHY, F. *Differential Methods of Enhancing Cognitive Growth in Urban Preschool Children.* Child: Care, Health & Development. 1976, 2,1-11.

1.5 THEORY INTO PRACTICE

The Govan Project is concerned with applying the findings from international research to the educational problems of the inner city. The Project's first aim is to improve the education of the children in Moorpark, Govan, by working with all the significant adults in the children's environment. The further aim is to clarify those procedures which turn educational theory into good practice, and to articulate the findings in a co-ordinated framework.

The problems of inner city education are part of a complex web which includes problems of politics, employment, finance and housing, as well as the social forces of public opinion, norms and values. It follows that educational problems cannot be completely isolated, yet there has been enough research to indicate specific areas for intervention. The Govan Project is an attempt to use this research in tackling educational disadvantage within the total reality of a small, fairly typical housing estate in Glasgow.

Even within the specific area of education, the problems are complex and include a wide variety of components. To provide an intervention programme which takes all these factors into account, theoretical strands from widely different sources have been woven together. Outlined here are those theories which underpin the Project's choices in the following areas:-

(i) practical framework
(ii) philosophical approach
(iii) fundamental educational principles
(iv) programme patterns.

(i) The Practical Framework : Theories of Change

A fundamental feature which is immediately noticeable in the Govan Project is the variety and complexity of its activities. The theoretical basis for this is to be found in the theories of planned change (Bennis et al) . Human behaviour is likened to the centipede which moves forward on many legs; there is no single determinant, no single means of change.

It is unrealistic, therefore, to try to select a single remedy for this complex human problem. Research at a variety of levels supports this view. Attempts to change the educational status of preschool children have been demonstrated internationally to lose ground unless the whole family is involved. Attempts to change the behaviour of adolescent delinquents in isolation from their own community and its normative culture have led to the slogan, *"You can't change a delinquent unless you change the street".*

Attempts /

Attempts to change one area of school work, e.g. language across the curriculum, without changing the whole curriculum, are currently shown to be without substance. We do not have a choice, therefore, between work in school and work in the community; between preschool provision and adolescent development; between home/school relations and groupwork in class. All these elements and more must be tackled at the same time if human behaviour is to change. Moreover, cutting across all the elements are the powerful forces of accepted norms, roles and values. Many of these influences, from T.V. to the local attitude to chronic unemployment, are beyond the Project's scope. But there are some which come very close to the Project's area of work. A community's norms about regular school attendance may be at variance with those operating in the classroom. There may be wide divergence in the assumptions about the role of parent or of teacher. Effective change demands a framework for action which allows work in this diversity of areas, levels and values to form a co-ordinated whole.

The following principles emerge from this theory:-

(a) Concentration on a geographical community which exhibits some clearly observable if undefined norms and values, rather than on selected individuals of matched I.Q., age, school, income, etc. whose unity is chiefly statistical.

(b) A carefully selected set of educational principles to be exemplified in all work undertaken with the family as a whole or with any member. This encourages spontaneous reinforcement of new ideas, skills and attitudes when these are tentatively introduced by any member.

(c) Direct work with teachers because of the new awareness in society that home/school mismatch is detrimental to education. Teachers to be given the opportunity to explore new home/school links and offered inservice work to sensitise and inform in-school activity.

(ii) Philosophical Position

It is possible to bring about change in a variety of ways, from the force of law to manipulation by skilful television advertisement. The Project is committed to change by consent through shared, informed experience (Freire). A respect for the individual, and for his freedom, is central to the Project. The team members act as facilitators and animators initially, while seeking opportunities to prepare emergent leaders in the community, and interested teachers in the schools, to replace them in their roles.

The philosophy is expressed in two ways:-

1. /

1. by an attempt to share educational principles behind the work, and not merely the practices;

2. by a growth towards partnership in the work, which will result in joint decision-making.

(iii) Fundamental Educational Principles

(a) Cognitive Growth:

Language is central to human activity. Research has helped us to understand something of the power of words. For example, Vygotsky and Luria have shown that intelligence grows through the use of cognitive language such as that necessary for problem solving. They have made it clear that language is a vitally important tool for storing and retrieving information, as well as for planning and for changing plans and ideas.

> *"The Word, handing on the experience of generations as this is incorporated in language, locks a complex system of connections in the child's cortex and becomes a tremendous tool, introducing forms of analysis and synthesis into the child's perception which he would be unable to develop by himself."*

A central place is given in the Project's work to foster this kind of conceptual language through a variety of activities.

(b) Language Functions:

Project activities include the use of current work on language skills and functions (Tough, Halliday). Attention is given to creating a climate in which these skills may be valued, by sharing simply with parents and other interested adults the theories on which the action is based.

(c) Communication:

Thinking skills have to be matched by communication patterns. The Project's activities are designed to offer experience in adult/child interaction which lead to a position in which the adult is not expected to be the fount of knowledge, but a partner in a joint search. The principle that no one person possesses knowledge as a finished product, but that knowledge is always growing through shared effort, is demonstrated in the style of Project activities.

If /

If this kind of skill with words, which allows knowledge to be formed by interaction is not valued in the home, and not seen in the school to be vital for all pupils, not merely those interested in higher studies, the position is reached which Bernstein describes:

> *"A tiny percentage of the population has been given access to the principles of intellectual change, whereas the rest have been denied this access."*

(iv) Programme Patterns : Informed Experience.

The proof of the Project is in the practice. Language skills cannot be used in a vacuum. They are tools within the social situation of the home, community and classroom. Social groupings, such as family and school class, are themselves subject to change as the higher language skills of cognition and communication are developed. Growth in knowledge and self esteem, in skills of organisation and sharing, are not achieved without stress. To offset the tensions aroused by these changes, the Govan Project offers not only ideas and educational experiences, but a support system of discussion groups, personal consultations and material facilities.

This report offers the fruit of 18 months search for patterns of work which might give children an integrated educational setting in home and school. Each area of work described in the following pages has been refined and adapted to reach its present state of development. Step by step details are available in Project records, transcripts of weekly discussions with parents, and interview schedules with parents, Headteachers and Promoted teaching staff. Here we are concerned with offering some tentative findings in the form of practices which exemplify the Project principles with some degree of success.

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SECTION 2 : THE GOVAN PROJECT

2.1 : LOCATION AND FACILITIES

2.2 : NEIGHBOURHOOD EDUCATION

- 2.2.1 : The Community Library
- 2.2.2 : Family Based Learning
- 2.2.3 : Will New Ideas Take Root?

2.3 : EDUCATION IN SCHOOL

- 2.3.1 : Teaching in the Inner City
- 2.3.2 : The Primary Schools
- 2.3.3 : Work with Secondary Pupils
- 2.3.4 : Further Training of Teachers in the Primary Schools.
- 2.3.5 : Inservice work with the Nursery School.

2.4 : PROJECT RESOURCES

- 2.4.1 : Project Team
- 2.4.2 : Financial Resources
- 2.4.3 : Project Premises.

2.5 : ADMINISTRATION AND MANAGEMENT

- 2.5.1 : Communication
- 2.5.2 : Management and Advisory Groups
- 2.5.3 : Team Education

2.1 LOCATION AND FACILITIES

Govan

Govan is currently the subject of a comprehensive development plan. There is a major demolition and rebuilding process in progress. This includes new industrial developments as well as homes. The majority of houses will be owned by the local authority. Old houses are either being modernised or demolished, and new houses are being erected in compact groups. Two of these estates, Riverside and Burndyke Court, are now occupied. Throughout Govan great areas have been flattened and roads laid down preparatory to the next phase of building. This means that a new Govan is in the process of being built. The whole area was scheduled for completion by 1976. This is now seen to have been unrealistic, but a good deal of new property will be ready for use before 1980.

People are, therefore, moving into Govan, and will do so increasingly in the next few years. Educational work done in this area will come at a moment when families are beginning life in a new area or in revitalised surroundings, and can more easily consider different socialising and educational patterns.

Moorpark Estate, Govan

The Govan Project does not extend throughout Govan, but is confined to Moorpark, a small housing estate, built in 1934, near the point where Govan and Ibrox meet. This particular area has not been demolished and rebuilt. The houses have been modernised and the environment improved, but the estate will never compete with the new housing groups planned for a major part of Govan. It will, therefore, continue to be a relatively disadvantaged area. Moorpark known until 1974 as "Wine Alley", is a small, inter-war, housing estate of 516 houses and approximately 1,700 inhabitants. The photograph shows both the layout of the estate itself and its setting among factories and the Glasgow Underground Maintenance Depots. Current modernisation of the Underground has added a sea of mud and a nerve-wracking level of noise to an already depressing area. Broomloan Road, which is a major link between Govan Road and the Motorway, gives the only access point to the Estate.

Moorpark Facilities /

Moorpark Facilities

This small estate was built without any shops, schools, churches or meeting places of any kind. Recent environmental improvement included the building of a small Tenants' Hall in 1975. It consists of a large, single room with a movable partition, plus a small office, kitchen and toilet facilities. The Hall was built to provide accommodation for Tenants' Association meetings concerned mainly with matter of housing and the environment, including such concerns as local vandalism. It has a second function; that of a social centre for the area. As well as the Tenants' Association Committee, there is a Social Committee which is responsible for Hall management. The Hall also provides certain local services, such as a pay-phone, old people's meals and playgroup facilities. Potentially, it is a centre for any Tenants' Group wishing to set up a community activity of any kind for themselves, though at present, activities are of a type which require no professional input, since the present Hall Management Committee allow into the Hall only tenants of Moorpark.

Moorpark: Criteria for Selection

Moorpark has a number of specific features which make it particularly suitable for a pilot study.

1. Size
   The estate is a small, compact area with a child population of 500 between the ages of 0 and 16.

2. Community Stability and Community Morale
   The modernisation of 516 houses which was begun four years ago has now been completed. The same families continue to live in the area but there is a new sense of community and in some families an awareness that the area has been given a new start.

3. Data
   The necessary information about the community, the families, the children and the schools has already been collected to a large extent.

   (a) The sociological background of the area was investigated in a study completed in 1974.

   (b) The Housing Department carried out a survey of the housing, including family size and family composition in 1973/74. This information, plus the school registers, has been made available to the Project Team. The fieldwork is based on this data, as is the evaluation.

4. Contact
   Prior to the setting up of S.E.E., relationships within the community and the local schools has been established through the Notre Dame pilot study.

2.2 NEIGHBOURHOOD EDUCATION

2.2.1 The Community Library

(a) The Library and the Public Library Service

Moorpark is more than a mile from Elderpark, the nearest Public Library. Because of this, the Glasgow District Library Service agreed to help the Project set up a small Community Library in the living room of the Project House. This is under the care of the Project's Literacy Worker, who works closely with the libraries in the southwest of Glasgow, where she was given some initial training. The southwest libraries also provide the majority of the books in the Community Library, though some books have been bought by the Project and 1,200 others (mainly paperbacks) have been donated by Moorpark residents. The Literacy Worker keeps in close contact with the Children's Librarian at the local library, so that Moorpark acts like an outstation for Elderpark. For example, a Hallowe'en Competition throughout the City Libraries, called "Make a Monster" brought Elderpark the highest number of awards in the city (nine). Two of these prizes were won by the Project Library entries. The Literacy Worker is now involved in promoting the new magazine written by children which Elderpark Library will edit for the southwest.

(b) The Library and the Schools

The local schools are very aware that the Project Library gives the Moorpark children special assistance. While a small amount of help can be given to whole classes in a school by the Project Library, the Literacy Worker saw a greater assistance in linking the local school with the Elderpark Library and acted as facilitator in setting this up. The Children's Librarian from Elderpark has now built up his own relationship with both St.Saviour's and Copeland Schools and they, in turn, have become involved in special library events, such as the Christmas Card Competition.

(c) The Library and the Community

Within Moorpark the library is our main contact point with the community as a whole. It has acted as an introductory area for many residents, both those who were interested in our other Project activities but were uncertain how to begin participating, and those who were unaware initially that the Project offered more than a book library. The Literacy Worker is in touch with local people at all ages and stages. Parents, grandparents, teachers, children, use the library as a resource. Many fathers of families visit the library, often bringing their children along in a family group.

There /

There are 700 Moorpark members, plus a small membership from the nearby streets. The figures attending the library vary every day, but the Tuesday numbers, which are usually the largest, are never lower than 100, and sometimes reach 150. In the first year of the Project, the Literacy Worker was helped by one Job Creation assistant and by three voluntary local residents; a housewife, an unemployed youth and a school leaver. A teacher from a local school has also given valuable help by spending part of each Tuesday evening discussing book choices with the ten to twelve year olds in the library. In year 2, the local housewife, who has had a year's experience in the library as well as specific training sessions throughout the year, has taken on the role of assistant librarian. She will be given a small fee for her work. The unemployed youth has become employed, but gives up his free halfday to work in the library in a voluntary capacity. New part time voluntary workers are beginning to help at peak periods.

(d) Services for Children

The most important service offered to the children is personalised education in book choice. Not only are the names of mostchildren known, but all children either read aloud to the Literacy Worker or her assistants, or are asked to comment on the books they have read. In this way their level of reading can be matched to the books available. In addition, each child's reading choices are recorded in a personal register and guidance is given on selection procedures, so that now, only a few children are likely to choose books by the cover. These children are given special attention where possible and shown how to use their interests and their reading skills in book selection.

At various points in the year the local helpers have run a short series of story telling sessions. These have been advertised by notices in the library. Five or six children from the appropriate age group have turned up each time that these sessions have been offered.

There are still 21 children in Moorpark who do not use the library. A study of these children, their reasons and their book needs, is now being undertaken by a Community Education student.

(e) Services for Adults

A small number of adults have direct literacy lessons. Through this group, it is possible to see how unimportant high reading standards are considered to be by one section of our society. A larger number of residents have shown their insecurity in selecting books without making direct reference to reading difficulties. These people have been given help in choosing books of adult interests, including books requiring only simple reading skills. This allows a kind of "do-it-yourself" adult literacy, which is less painful to the recipient than open lessons, but is rather difficult for the library worker, who is trying to respond sensitively. At the other end of the scale there are many avid readers among the adults in Moorpark with interests ranging from Westerns and romance to specialised subjects.

A videotape, "Help!" portrays a little of the give and take between the Project and Moorpark community which this library engenders.

2.2.2 FAMILY BASED LEARNING

(a) LEARNING NETWORKS:

Within the wider community are smaller support systems consisting of groups of families interacting at an incidental, informal, "neighbourhood" level. One obvious example is a kind of extended babysitting by which children are at home in a limited number of households in the district. These groupings often arise from physical proximity; for example, neighbours in one close. Ideas spread easily within such groups. Not only do they form good communication systems; they are also supportive of innovation. Some co-ordinated activities, such as family care, shopping and home maintenance are common. During modernisation of the houses, ideas about decoration and refurnishing flowed freely among these groups. We have now some evidence that educational ideas introduced by a few members of these groups have spread in the same fashion to other members. Two mothers often form the nucleus of such groups. They support each other in attending Project activities. If one cannot come, the other brings both families. This secure, central group then tries to encourage other neighbours to join them. It is on this powerful though unstructured network that much of the Project work is built.

Parents Discussion Groups:

Research findings in many countries confirm the need for parent/child interaction as one component in the educational system. Awareness of the need to offer parents both theory and practice in this field, together with an appreciation of the power of informal parent groups, led to the original "stairhead seminars" in which small groups of parents spent one hour per week in a discussion session which contained serious educational ideas, woven into an entertaining meeting. In the eighteen months since S.E.E. was set up, these groups have increased and diversified, evolving patterns which contain a greater "whole family" emphasis, though still retaining a small "parents only" section.

Families and Groups of Families:

"Why do we no' have it at night, an' bring the weans?"

(Mother of three, March 1976)

The movement from meetings for parents only to family-based sessions was led by parents, who were in their turn responding to pressure from their children. Discussion group sessions concerned with the skills involved in giving accurate verbal directions had centred on the following of instructions in making simple games. These games-making activities led to requests for sessions where the whole family could learn together. Some children - and a few fathers - wanted to take part in these sessions which they could see gave the mothers so much enjoyment. In other cases mothers had a less positive reason for requesting the change. Their shy, unsure /

unsure introduction of messy activities like puppet making into households in which the fathers were used to having peace to watch T.V. caused tensions in the home which they preferred to avoid by learning and teaching these new skills elsewhere.

The movement itself offered two useful avenues for progress:

(i) The increased "fun" aspect attracted new members, who could be offered the educational experience first and then invited to reflect on the meaning in later discussion sessions.

(ii) Opportunities for changing patterns in family relationships occurred. Because adults and children were both learning something new, there was an easy flow between giving and receiving help. The parent no longer needed to be the source of information, or feel threatened by his own lack of knowledge when the child understood an idea before him.

(b) EDUCATIONAL WORKSHOPS:

Theory and practice meet neatly together in the workshop format, where the sessions can be arranged to ensure that:

(i) parent/child interaction is necessary for success in the work on hand;

(ii) a major part of the interaction is round a cognitively-challenging task;

(iii) it includes practice in the use of conceptual language.

Family Workshops were the Neighbourhood Tutor's first attempt to put these principles into operation. Ideas and numbers have grown in the second year to include workshops in Pantomime and in Puppet-Making.

In the Reading Workshop the Primary Link Teachers had put the same principles into practice round the family side of a school-oriented task, reading. Toy Library sessions for mothers with young children are the Preschool Worker's version of these same ideas, applied to the family-based education of very young children. Parent/Professional Workshops are now beginning with health visitors. These will give opportunity for adults to deepen their practical grasp of the principles underlying the educational components of their work with families with very young children.

Visual records (video and photographs) are available for the following Workshops:

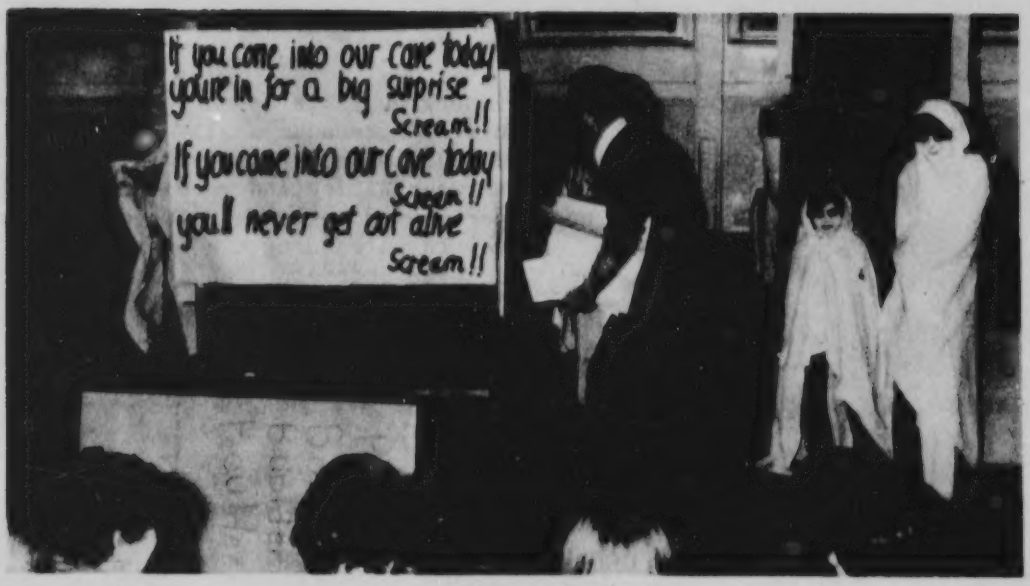
Pantomime, Puppets, Reading, Toy Library.

Pantomime Workshop/

Pantomime Workshop

"Honestly! Did you ever think we would make a success of a pantomime?"

(Father of three)


If you come into our cave today
you're in for a big surprise
Scream!!
If you come into our cave today
Scream!!
you'll never get out alive
Scream!!

In the first term of the second year, the work transferred from the House to the Project Centre because of increasing numbers. It developed, with the aid of a drama specialist, into a Pantomime Workshop with 14 families taking part. The organisational challenge of producing a recognisable pantomime without breaking up family groups was overcome by having three distinct casts performing one act each.

The Workshop only lasted for six weeks. On the last night, the 40 members of the cast, parents and children from the 14 families, invited friends to come and join them. It remained a Workshop session so that, by the end of the evening, it was difficult to distinguish the 40 original members from the 60 invited guests, since all were taking part in the activity. A pictorial record of the Pantomime is contained in a picture booklet which is in preparation, entitled "See a Tuesday!"

Some /

Some quotes from that evening may give a flavour of the proceedings:

> *"The children are so different in the back-court because of this pantomime. I never have to lift the window these days and shout at them. They are so happy making up their parts, they seem too busy to annoy each other!"*
>
> (Mother of four)

> *"They don't have a Project like this in the Riverside Scheme. I've been saying we'd go over there and give them some ideas."*
>
> (Two Mothers)

Moorpark Muppets

After the Pantomime - Puppets.

The original Family Workshops took place in the Project House on Tuesday evenings. About six families took part and made items like kites, masks, puppets, and finally a paper dragon. In June these were brought together in a first attempt at a street play. This work, which can be seen on video, shows the enthusiasm of the families for the Workshop format, the potential for language work through drama, and the need for larger premises to allow more families to take part. By the time the move was made to the larger rooms of the Project Centre, a Pantomime was the seasonal activity. But not all parents were happy with drama activities. A mother who never came to the Pantomime had been so overwhelmed when she first followed the Neighbourhood Tutor's directions and completed a game successfully by herself that she had said "I feel like a genius". With this in mind, the choice of activity for January was kept wide. The families saw in puppet-making the possibility of combining handwork and drama skills. This work is in progress now, as this report is being written.

To keep the practical and theoretical sides of Project activity parallel, the evenings are arranged in two sessions. For the first hour and a half, the families work at making the puppets or planning their performance. The work is then cleared away and while the children are looked after downstairs, the parents gather in the old classroom which serves as the Project lounge, for tea. Some of the principles behind the evening's activities are then put before them; for example, the function of language in the storage and retrieval of information is shown through a guided discussion on the value of clear directions in puppet making when the parent is trying to learn the process for herself, while helping all her children to make their puppets at the same time.

The Reading Workshop /

The Reading Workshop

"I know you've got to help him with his books at night, but I lose my temper when he cannae read the words."

(Mother of five year old)

In many schools in Scotland, parents are expected to "hear" children read during the child's first years in school. The parents do not necessarily know how to do this in an effective and enjoyable way. As the Link Teachers visited parents of five year olds, they became aware that reading at home was often a puzzling and painful process. At the same time the Link Teachers were themselves learning new ideas about the reading process by following the Open University Reading Development Diploma Course.

In April 1977 they set up a first Reading Workshop for parents and their five year olds. It ran one evening per week for eight weeks. This was an attempt to share with parents the principles developed in the Open University Course. The success of this venture led to a new series of Reading Workshops for parents whose children began school in August 1977. A third Reading Workshop is now in progress as this report is being prepared. The Workshop's aim is to involve the whole family in games which will help to motivate the child to learn to read and also to consolidate the work being done by the schools. There is a special emphasis that reading at home is "fun".

"The Games Sessions

We adapted games which the family already knew, including

'Bingo', 'I Spy', etc., before introducing them to further reading games. We then offered a game called 'The Footstep'. This involved parents and children in cutting out a variety of large and small feet, using family feet as templates! They then wrote sounds on the feet and placed one foot behind the other on the floor, so creating a 'road' of sounds. The game consisted of keeping one's balance while stepping from foot to foot. Each step had to be preceded by saying the sound before placing the foot on top of it. This game could be extended by using words, numbers, etc., and afforded an opportunity for the whole family to participate. The first set of footsteps was cut out at the Reading Workshop and parents and children in each family worked together to create their game. During these sessions the Reading Workshops were very lively and noisy.

Examples of games devised by the parents between Workshop Sessions have shown that the principles being developed are showing practical and enjoyable results at home."

"I wish my older kids had had this when they were starting school."

(Mother of three)

The above is an extract from the Link Teachers' Report on Workshop Activities, February 1978.

All work in the Govan Project aims to give parents <u>principles</u> as well as <u>practices</u>. It is, therefore, not enough to involve parents in making games; they have also to have the opportunity of discussing the principles behind these games. The evening sessions, therefore, have two components:

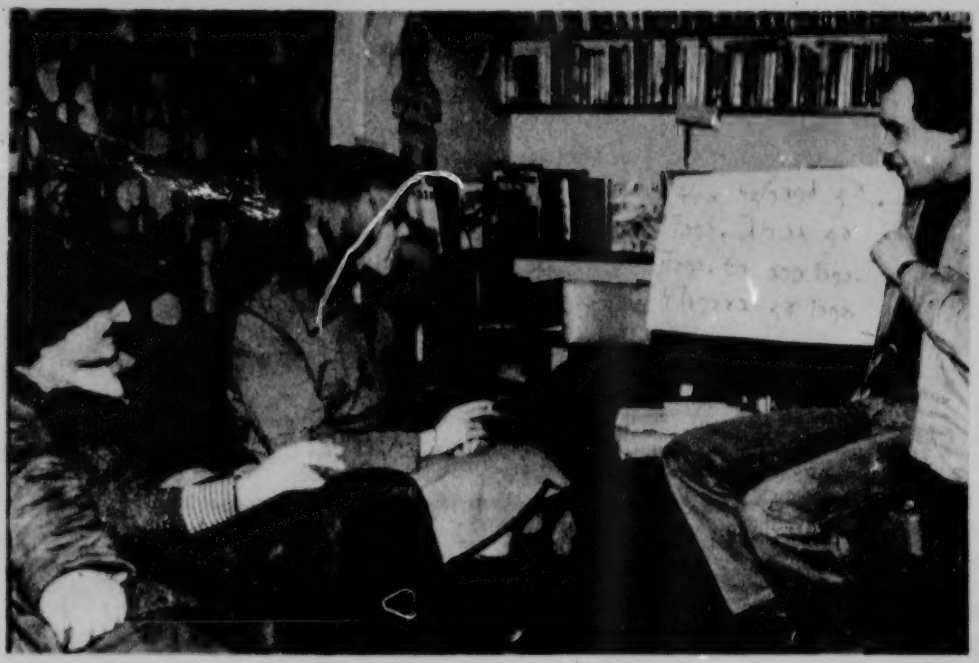
1. Games which can involve the whole family.

2. Discussion with the parents which includes amusing learning situations for them.

The following is an extract from the Link Teachers' Report of a Reading Workshop discussion session held on 2nd November 1977:

"We had made up a chart, based on the Open University Course, which was a very simple story using an invented alphabet. We asked parents for their first reaction on seeing this chart. 'Mrs. Kellas' said: *"It looks like Chinese!"* Another reaction was: *"In no way will we ever read that!"* We then discussed how a child feels when faced with a page of print. By this time the parents /

parents were beginning to see the child's difficulties because they were experiencing these problems themselves.



The big difference was in the parents' ability to verbalise their experience. We tried to make them realise this by noting that the child can't say, 'That looks like Chinese' or 'Where do you begin?' "

Workshops concerned with the Under Fives

"I think your children take an interest if you're playing in the games with them and say, 'Oh imagine - my mammy's in it!' "

Toy Library Sessions

A very small scale version of a Workshop is available for preschool children and their parents. The children with the least outside help are the two to three year olds, so toy library provision is offered to these parents first, though parents who ask to use the library for preschool children of any age are welcome.

The /

The work consists in periods of play in which mother, child and Project Preschool Worker take part together. This play takes place in the toy library room of the Project House. Originally a small bedroom, one wall of the room has now a series of shelves on which are arranged toys that can help in the development of manipulative and cognitive skills. These toys are for present use and also for borrowing, so below the shelves hang drawstring bags in a variety of bright colours, ready for the child to carry away his "toy of the week". The rest of the room is designed to allow painting, clay, sand, water-play.

0 to 2 Year Olds: Parent/Professional Workshops

Work for very young children which should lead to parent/professional workshops is now being attempted in conjunction with the Health Visitors. In September 1977 the Project took five places in the Open University Course, "The First Years of Life", and invited parents and Health Visitors to the Project Centre for joint viewing sessions. These were followed by half-hour discussion periods. In December the group sent a joint letter to the Open University, submitting their comments. Now, as this report is being written, parents and Health Visitors are planning to extend some areas of particular interest in the O.U. Course by making their own video material. The first area will be on the very beginnings of language development. One exercise suggested in an O.U. booklet is concerned with the responses a baby gives, when only a few weeks old, to the smiles and speech of his parents. The Parent/Health Visitor Workshop Group is beginning to plan a local video of this interaction, to be shown to other interested parents and professionals.

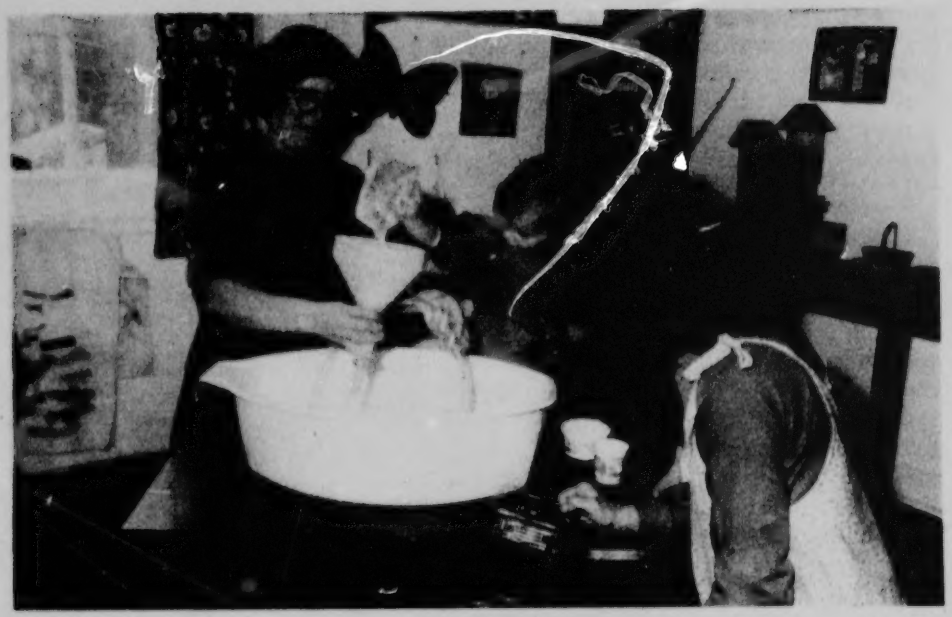
3 to 5 Year Olds: Playgroup Workshops

The Glasgow P.P.A. already run Workshops in Govan. The Project's Preschool Worker, who acts as support and resource person to the Moorpark Playgroup, is currently leading two sessions in the present course for all Govan playgroups.

Other Preschool Services

Workshops are not, of course, the only way in which principles and practices can be shared. The preschool area is particularly rich in potential, though little use was being made of available resources in Moorpark when the Project began. During Year 1 of the Project the Preschool Worker conducted a survey which gave the Evaluator information about knowledge and attitudes in Moorpark to organised preschool education. This showed that nine children between the ages of 3 and 5 were being affected by the agencies available. The parents too were given information during this survey. The times, organisation and particular benefits of playgroup and nursery were explained to them, together with the details of the Project's Toy Library. By the end of the Project's first year there were 34 children receiving regular preschool education out of a total of 48 children eligible.

Now /



Now, in 1978, the 3 to 8 year olds have three possible areas of provision:

1. the Playgroup which is being held in the Tenants Hall and is now completely in the hands of the parents;

2. the Nursery, in which there is a very exciting and imaginative programme of education;

3. the Project's Toy Library.

A videotape "Play with Me" shows something of all these services. It also underlines the need for adults to understand the principles behind these practices. The Project is committed to sharing underlying educational principles with the adults involved. The Preschool Worker, therefore, offers a discussion session for parents of 3 to 5 year olds. This is based on the Open University Course "The Preschool Years" and runs on similar lines to the early course which is shared with Health Visitors. Further work in which parents who have become acquainted with the principles, are being prepared to hand on their knowledge to other parents, is described in a later section of this report.

(c) /

(c) HOME VISITING:

Parents who find none of these services suitable are visited at home by the Preschool Worker, partnered by a neighbour, and offered a home based play session. Home visiting is also undertaken by the Link Teachers.

The possibility of intruding is very obvious, and home visiting has to be handled with the greatest care. The service is offered with a constant awareness that it is a privilege to be invited into another person's home. Initial contacts are brief and consist of an introduction on the doorstep with an offer to call later with some relevant material; toys and play material for preschoolers, samples of the child's work for primary children.

Home visitors were rarely left on the doorstep, even at the initial stage. Interest in their children's progress and appreciation of the home visitor's efforts were universal, even where understanding of the educational ideas involved was minimal initially. Now, after 18 months, the team members have become familiar figures in Moorpark.

For /

For a large number of families, home visiting has been a valuable service through which a great deal of direct work has been achieved in a small number of well prepared visits. Learning has been two-way, as the home visitors have discovered how many statements which are seen as simple explanations in an educational setting, sound like meaningless jargon in a different context.

(d) LANGUAGE AND EXPERIENCE CYCLES:

This set of meetings brings together some of the most important features of the family-based education. The practical focus in each series of the Language and Experience Cycles is an experience which is readily available but may not be within the family's repertoire of activities, because the parents themselves have not been introduced to the ideas.

> *"The only thing I know about a tree is it changes its leaves - you know - maybe every month or something like that - I'm going back to when I was at school in fact. I mean, I never actually looked at a tree. I've never actually seen a tree getting planted and then growing up. Stuffed birds - I remember getting stuffed birds but no' actually going away to look at something live in the country or in the zoo, or that."*
>
> (Mother of six)

> *"See all this about shells and things on the shore? I've been to the seaside often. I never knew there was anything there but sand and water."*
>
> (Mother of four)

The Pattern

Each series has a three-step pattern: Prepare; Act; Reflect.

1. Prepare.

The parents prepare the outings at weekly meetings, taking usually half a term to reach the event. These meetings have an element of factual learning about the proposed visit, such as the kinds of animals one might expect to see in a zoo; the seashells to be found on the Clyde coast; leaf identification in preparation for the visit to Blairvadach or to a local park. The sessions emphasise how little a person need know of the subject initially, and the importance of information search rather than of being a complete fount of knowledge. The Project Library is one major source of information which is easily approached. Other, less easily reached sources, are requested by the Project Team to supply information, though occasionally letters are written by the parents also to people like the Glasgow Planning Department and the City Zookeeper. Throughout the whole planning exercise there is an effort to show that ignorance is a normal human condition and information search a "respectable process" to be enjoyed publicly.

Where possible, the parents have a preparatory visit on their own before returning with the children.

2. Act

The actual event is planned as a search for knowledge, pursued by the family co-operatively. There is a constant emphasis on the basic principle that a concept is learned by isolating its salient features. This is usually done by family competitions, planned beforehand by the parents. Tiny prizes are offered for the family who can supply the best classification under a variety of headings; for example, "Five different kinds of shells", "The best collection of different leaves", "The longest and the smallest feathers", "Fruits from four different trees". The visual records show how exciting the families found these exercises, and how much the events were enjoyed by all the members.

3. Reflect

The great family satisfaction which these outings engender, leads to serious reflection on the part of the parents. At these discussions, after the children are back in school, the parents spontaneously express the changes in their family interaction patterns during the outing. There is an opportunity at this part of the course to show that a different organisation and a different pattern of questioning and verbal interaction, causes totally different behaviour in their children.

> *"See when you go an ordinary outing to the seaside? The children don't ask questions - it's just 'ice cream' and 'potato crisps! But here they were running to their mothers - or to someone else's mother - to say, 'Is this a rough stone?' or a smooth shell, or whatever they were supposed to be collecting "*

"Oh and the competition! My family were so determined!"

(Extract from group conversation June 1977)

There are many indications now that the educational significance of these events is clearly understood. A spiral effect is expected from this series of exercises. The reflection sessions are likely to become a higher form of preparation for further action.

Project team members working in other fields often hear parents offer information and ideas which show that they have assimilated a principle and can transfer the experience from one event, such as an outing, to a totally different event, such as a reading workshop or a play session.

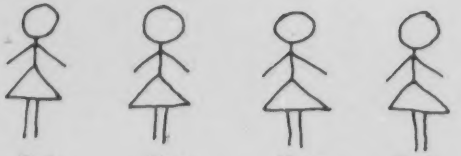
Visual records have been made of these Language and Experience spirals:

Autumn 1976	...	Bus Tour of Govan	...	Video "Upstairs Only".
Spring 1977	...	Calderpark Zoo	...	Black and white photographs.
Summer 1977	...	Clyde Coast Visit	...	Video of reflections in "More than an Outing".
Autumn 1977	...	Fruit and Leaves in Autumn.	...	Colour photographs.

MEMBERSHIP SPREAD : The Example of Mrs. K.

Invitation → **Participation** → **Proclamation**

Three team members invited Mrs. K. to different events.



Feb. May May Oct

Four neighbours began to share Mrs. K's enthusiasm.

Mrs. K

attended Groups Feb 1977.

began Leadership training Sep 1977.

represented Parents on joint Committee.

One neighbour suggested joint attendance.

Mr. K

attended Groups Sep 1977.

began training as Leader Jan 1978.

2.2.3 Will New Ideas Take Root?

Is the Project's work dependent on the professionals who initiated it? When they leave Moorpark will there be any permanent change?

These fundamental questions have been at the heart of the Project's pattern of work. Long term results depend on the emergence of local leaders who are interested in expressing the Project's principles in their own way. As a first step, local people are beginning to take part in a training programme which will prepare them to take over some of the roles at present filled by Project personnel. These emerging leaders seem to find some self fulfilment in educational activities, as well as becoming convinced of their usefulness for their own and their neighbours children. They have all worked through at lease two series of activities and have begun to show an awareness of the principle behind the practical events. Each area of the Project has at least one of these emerging leaders:

(a) The Community Library:

A library helper who has worked with the Literacy Worker for a full year in a voluntary capacity now takes responsibility for library management on some occasions. During the year she has acquired a range of library skills from issuing and processing books to guiding book selection.

(b) Discussion Group and Workshop Leaders:

In the second year the Project has offered a training course concerned with the practicalities of forming groups and group maintenance procedure, as well as sessions on programme content. These leaders have now begun to gather their own groups. The Co-ordinator and Neighbourhood Tutor still lead part of each session, leaving the new worker the specific task he or she has prepared.

At the time of writing:

(i) a man who is interested in Family Workshops has begun teaching puppet making to groups of people brought together by his wife's home visiting sessions, and

(ii) three women have begun to prepare an outing for groups of families to a nearby 16th century house, Haggs Castle. This is already set up as an activity centred museum. One parent will take responsibility for a guided discovery programme in each area: Stuart Kitchen, Victorian Nursery, M. well family Living Room.

(iii) Three mothers are interested in basing their work on the Toy Library. Their weekly training session with the Co-ordinator and Preschool Worker consists of working through a play activity themselves and articulating the skills and concepts which could arise naturally from the material. One week's example, beginning with wooden beads and laces, was concerned with the concepts of colour /

colour, shape and size, the skills of threading and building, and the possibility of imaginative play. The mothers then had to consider how they would introduce these ideas to new mothers in their groups.

The training discussions are taped. The following comments came from transcripts of these sessions.

Self concept.

"Since I've been coming up here, I think I could tackle talking to anybody. Maybe no' speaking to them in the right way, but I wouldn't be embarrassed to talk to anybody."

Forming a New Group.

"You just have to kind of talk to them in the street if you see them and if they're willing to come, you give them an opportunity to come up to the house, or you bring them up to your own house and talk to them there, or you say, 'We'll be having an outing in March, but you'd need to come to preparation sessions if you wanted your weans to get to it."

Training Procedure.

"..... and then the second session could be led by you and the parents would know whether they went right or wrong, and they could ask you questions. They could say, 'Did I do that right?' Is that the right words I used?' and if it wasn't right, well, she could maybe - you could maybe speak, showing them what kind of words to use, and how to put more spirit into the conversation, and show them how to ask the group to speak up, you know, and bring more questions into it."

Response to Training.

"You're better speaking to someone, and them talking to, as being silent, even if you put your foot in it - is that what you're saying?"

While some of these parents may wish to commit themselves to filling regular roles over a considerable period, as the Library assistant has done, others are interested in acquiring a skill for its own sake. They want to understand the skills and concepts behind /

behind our activities. So in many ways, the people we call our Neighbourhood Education Workers are a changing group and the scene will be different with each report. For example, the mother who began helping in the Reading Workshop one term has had a new baby and will not be able to come out in the evening sessions for next term. Two young men, who had been unemployed for come time, showed an interest in training but, after several sessions they left for full time employment. As the scene changes, so the skills in the neighbourhood grow. This should mean that the parents who have learned something in the training sessions will have an increased assurance and skill to hand on to their own families. They might also perpetuate the ideas in informal family groups, whether support was available or not from formal organisations. This aspect of the work can only be assessed years after the Project is over.

2.3 EDUCATION IN SCHOOL

2.3.1 Teaching in the Inner City

Research into differences in educational achievement, attitudes and motivation, shows that children from inner city areas perform very differently from children of matched I.Q. from suburban areas. The results show undeniably that inner city children and schools are mismatched. There is much less information on possible solutions to the problem.

The Project's work in school is concerned, therefore, with:

(a) bringing teachers the opportunity to consider the special teaching needs of inner city;

(b) offering the schools the support necessary to allow these heavily committed teachers to explore the educational needs and the resources available.

2.3.2 The Primary Schools

St. Saviour's School Copeland School

A total of 220 Moorpark children attend the two Primary Schools.

Background to the Work

The Project is committed to the theoretical position that the whole family influences the attitudes and educational skills of each individual member. Because of this we are concerned with affecting the education of all children between the ages of 0 and 16, both in their community and in the five schools (one Nursery, two Primary and two Comprehensives) which the majority of Moorpark children attend. Obviously, such a widely based programme could not be initiated at once. The Project's initial concentration, therefore, was on three to eight year olds, with the intention of moving gradually towards those adults and agencies concerned with older children. This plan is reflected in the area of school work emphasised in this Report.

The five schools attended by the majority of Moorpark children were first contacted in 1975 while the present Project Co-ordinator was carrying out the preliminary work described in Section 1.4. In December 1975 the Head Teachers expressed the view that they would wish to be associated with further work with the parents. Additional teachers were proposed for both primary and secondary schools, but when the Project concentrated its resources initially on families with children under eight, the secondary work was postponed until year 2, and additional teachers were considered for primary schools only.

Unlike the work in the community, the Project's school based work had no previous pilot study on which to form its pattern. The school work, therefore, had to go through a rapidly changing pilot stage in the first year, which is documented briefly here.

After acceptance of the S.E.E. proposals by the funding bodies, the Primary schools were approached regarding the appointment of an additional teacher. The Assistant Headteachers (early years) were involved in selecting the teacher to be attached to their schools. The remit of this additional teacher was predominantly infant work, both to help the Assistant Headteacher in the teaching of basic skills and to facilitate the release of teachers for inservice work, but during the first term of the Project it became clear that these teachers were having contact with a minority of Moorpark children. As the work of these teachers outside the school was concentrated in Moorpark, it was considered necessary for them to get to know the Moorpark children both in the school context and in the family context. Hence, after a period of uneasy negotiations with the schools, the role of this teacher changed from remedial work to a linking and facilitating agent between home and school, with the title of 'Link Teacher'.

From November 1976, P1 to P3 class teachers were given the choice of team teaching or grouping the Moorpark children. Thus, where a class teacher did not wish co-operative teaching with the Link Teacher in the classroom, the Link Teacher worked with the Moorpark children by taking small groups in a separate room or corner, the latter being the case in the open plan situation. In these /

these small groups, individual attention was given to the Moorpark children for a short period each week. The work the Link Teacher did with the child in school was discussed with the parent when the Link Teacher visited the home of that child, so that the parent could support and extend the inschool work.

Being a community based project, several problems have arisen by attempting to work with only 25% of the school population. In some respects, one may perceive this situation within the school as divisive. On the other hand, one may consider the work the Link Teachers are doing, to be a model for extension throughout the school.

Now that the Link Teachers are familiar with the majority of Moorpark children attending Primary school, and the schools more at ease with the kind of work the Link Teacher is doing, the distinction between Moorpark and non-Moorpark children is no longer seen as a major problem.

In year 2 the Link Teachers' role in the school is beginning to emerge clearly. This has two main aspects - one is concerned with the Link Teachers work within the confines of the classrooms and is related to that often misunderstood concept, underachievement.

The Project is not concerned with remedial education programmes, nor with ranking children in relation to one another, nor with trying to make every child reach a standardised average. Underachievement is about performance in relation to one's own potential. In this view a child with average or above average reading skills, could still be seriously underachieving in relation to his own high level capabilities as recorded by some other measure. The Project is concerned with helping each child achieve his own potential. To do this the Link Teacher works with every Moorpark child, and tries to meet his educational needs at that moment. The work is done in close co-operation with the class teacher and often consists simply of carrying out the work assigned by the teacher. In this way the class numbers are reduced, when both Link Teacher and Class Teacher have the opportunity for individualised work with small groups. In the past year Link Teachers, in consultation with the Assistant Head, Lower School, have introduced the series 'Language in Action' into the situation, and both Moorpark and non-Moorpark have benefitted. A few class teachers are interested in different forms of co-operative teaching, It has been possible in some cases to divide a class into three during the Link Teacher's session, and pursue a joint project in three parts.

By far the main work is linking home and school as the title 'Link Teacher' implies. This team member acts as a 'bridge builder' offering initial support to school and community as the adults in the child's two environments set up new procedures in educational co-operation. Wiseman pointed out nearly ten years ago:

> *"The interaction of the attitudes of child, parent and teacher may be the greatest single force affecting the end of education for a particular child. It might even be agreed that all other environmental factors - school and neighbourhood - only affect education attainment through their mediation of these attitudes."*

Because the Project is openly operating in an experimental situation, and concentrating on a small geographical area, it is possible for the Link Teacher to try out a variety of approaches to home/school links and learn communication patterns by trial and error. These can then be passed on to interested class teachers when the "teething troubles" in that particular method are over.

Two successful techniques in the community have been the Reading Workshop and Home Visiting. These are described in the Neighbourhood Education section of this report. The time now seems ripe for sharing this work with class teachers. Both schools are very convinced of the need for home/school links. Because of open plan, the schools are now in a position to have parents into them more often. Both have now set up procedures by which parents and class teachers will meet on a regular basis. Home visiting is seen as complementary to this process and joint school/project work is beginning to be organised on this theme. But co-operative work between home and school is 'frontier' territory for everyone - project member and class teacher alike. Though the joint effect of home and school attitudes is generally accepted as important, neither parent nor teacher has had any training in coming to an awareness of their own unchallenged assumptions. One way in which both school and community may begin to explore their own values and attitudes is by becoming conscious of views held by the other. The first step towards this is for teachers and parents to know and respect one another as people, finding in this process that they hold very different views about the work they are carrying out jointly, i.e. the education of a particular child. While this rapport is being built up between teacher and parent, a start can be made at the level of skills, though even here it is surprising to find that what seems in the school context to be a clear explanation may seem like meaningless jargon within the home. It is not surprising that both parents and teachers are wary of this new component in education, for which they have had no training, however convinced they are of its importance. There is a need, therefore, for clearly structured content which will give the parent and the teachers educational subject matter around which to explore their own roles as educators. Reading is an area in which some concrete work can be done.

Feedback Seminars

As part of the psychometric component of the evaluation, the achievement of whole year groups in each of the two schools was measured in Term 3, using the newly constructed Edinburgh Reading Test. Stage 1 was given to Primary 3, Stage 3 to Primary 5 and Stage 2 to Primary 7. Individual scores and profiles across the various subtests were then drawn up and the information given to the schools.

In order to link more closely the Project's work in the community with the progress of children in school, short discussions with the class teacher have just begun in both primary schools on individual Moorpark children. The purpose of these discussions is to review the achievement of each child in school, such that new approaches involving the family where appropriate, might be adopted both inside and outside school.

2.3.3. Work with Secondary Pupils

Time Scale

Nursery, Primary and Secondary Heads took part in preliminary discussions before the Project was set up and became a formal Advisory Group in the first term.

Practical work in schools was confined to the Nursery and Infant Departments of the Primary schools in the Project's first year. The Secondary work is, therefore, only in its second term as this report is written.

The first year of this work seems likely to be in the nature of a preliminary study in preparation for more clearly specified work at a later date.

Desired Outcomes in Home/Community/Schools.

Within the context of the Project's total work, the secondary area is important not only because older children in families need as much educational help as their younger sisters and brothers but also because the young ones use the adults as models, and so the work at the lower age level is seriously affected by the image presented by the secondary school siblings. Because of the strength of the peer group at this age, the behaviour patterns of one adolescent can only be changed by bringing about group change.

From the community's point of view some work must be done with secondary pupils, especially in the upper age range because the problems at this age are so outstandingly obvious in the district, that the Project would lose credibility if it made no attempt to tackle them.

From the schools' point of view the Project's involvement in secondary work allows these large comprehensive schools access to a small contained area in which new insights and approaches may be tried out without causing a major upheaval.

Defining the Task

The Comprehensive schools are such a major component of the formal educational structure, and the areas of debate about them are so many and varied (cf. recent reports on curriculum, assessment and truancy) that it is necessary at this point to list what the Project is, and is not, concerned with in secondary education. The Project has no direct contribution to make to the hotly debated subject of curriculum and assessment. Its contribution to the problems of school attendance remain to be seen. What we are clearly concerned with is:

(a) unifying the educational environment for every child from 0 to 16;

(b) offering some direct input on language development, particularly in the areas of communication and cognitive skills, to all the significant adults in that environment.

What /

What this means in practice has still to be worked out at the secondary stage, but the work undertaken so far points to the pastoral area as the obvious starting place. The two schools have youth wings which are not directly under the guidance of the Head Teacher. Within the schools themselves the guidance systems are very different. In Govan High the system is based on houses which divide the school vertically. The school also has a thoughtfully planned haven room to cater for those children who find problems in coping with a large school. St. Gerard's system is based on year groups. Social work has a training department for school social workers in this school.

Personnel

Instead of a Project member, a secondary teacher responsible to both Heads, has a special time commitment to this work as part of his total remit. He works with the Guidance staff and other interested teachers, as well as with the Neighbourhood Tutor and the Literacy Worker, in planning work for the first year and for school leavers. In the last few weeks, a community education worker has begun to take part in the school leaver work.

The Work to date

First Year:

The Project's Literacy Worker, who has worked with most of the first year pupils when they were looking for help with P.7 projects, partnered the Guidance staff in home visits to these pupils when they were new to the Comprehensive School. This liaison has been effective in a number of small ways:

1. Parents who have children beginning to truant, or to find excuses for remaining at home, now take this problem to the Literacy Worker in the Project House. She immediately contacts the Guidance Teacher, then family and school work together on the problem.

2. The form of home/school interaction most common till now has been 'crisis contact'. Since the Project began work in the secondary area, one school reports an appreciable change in this behaviour. For the first time ever, a large number of parents from Moorpark attended a Parents' Evening about First Year in the school before the children began school. In November, one of the Guidance Teachers invited her group of parents to visit the school during lessons and see their children at work. The Literacy Worker took these parents by minibus and discussed the visit with them on the journey home.

"I don't think my lassie really failed that maths exam. She didnae understand the stuff in the first place and she told the maths teacher so, but he didn't seem to see what her problem was, an' I don't understand what that maths is about."

(Mother of four)

In the second term of the school year, some parents are beginning to bring their children's problems to the Project in matters of literacy and numeracy within the secondary school context. It is hoped to set up some Reading and Numeracy Workshops on secondary work within the current year.

School Leavers:

> *"Why can't we come here on Fridays as well as on Mondays and Wednesdays? Time seems to go so quickly here, somehow ....."*
>
> (A fifteen year old girl)

Work with the school leavers began in September 1977. In the first term, Moorpark Christmas leavers from both Comprehensive schools met in the Project Centre twice each week instead of attending school. The Neighbourhood Tutor, the Literacy Worker and the Secondary Drama Teacher appointed jointly to the two Comprehensive Schools helped with these sessions during the first exploratory period. Eventually, the pressures of the adult world in which there is little hope of employment, coupled with a sense of inadequacy demonstrated by most of these pupils, led to a series of "mock interviews", visits to firms and training schemes, and discussions on job satisfaction and suitability. These sessions were conducted jointly by the Secondary Drama Teacher and the Neighbourhood Tutor. Though there are great gaps in the literacy and numeracy standards of these pupils, the Project Team members are still finding the same resistance reported by the class teachers to any direct work in basic subjects and the Literacy Worker is no longer sharing in this work. Three changes have affected the current work with the summer leavers:

1. The length of time before these pupils leave school - January to May.

2. The presence of Community Education Workers.

3. The absence of any direct school personnel due to illness.

The work already planned in the first term continues, with a further emphasis on exercises and activities in building up relationships. The Community Education Student offers special skills in this area. There is also a gradual movement towards responsibility and organisation of their activities by the students themselves in the areas of leisure, as well as of employment-seeking.

An /

An extract from the Neighbourhood Tutor's Report from November 1977 gives some impression of the work up to that date:

"We had already visited several places of employment, discussed the problems connected with job seeking, filled in application forms, and were ready to move on to the interview. Before it was possible to set up mock interviews, we spent two sessions exploring the function of the interview and then role-playing among the members of the group. Without exception, they had considered it as a one-way information gathering and testing session, where the interviewer fired questions and the candidate merely answered as briefly as possible. After several preparatory sessions, in which the boys and girls learned that they, too, had something to contribute to an interview, we invited to the Centre an ex-Personnel Officer, briefing the teenagers on the imaginary Company, and the jobs vacant, and filming each one of them. We were then able to play back the video and discuss the details with each pupil. They could see how they sat, what sort of eye contact they made, or did not make; how they fiddled with their hair, their fingers, or pencils, and how they responded to the interviewer's questions. All the teenagers were very uneasy, and were surprised at their nervous habits, which the video was able to show them. They seemed glad that they had been through the experience before it really mattered. Perhaps the whole session was best summed up by one of the boys, who said:

'My hands were all clammy - I knew what he was asking, but I couldn't get the answers out. I'm glad I've done it once. Maybe it'll no' be as bad the next time, when it's for real.' "

Employment:

Preparation for employment is something of a mockery unless the problem of unemployment is faced. The Project has addressed itself to this problem in three practical ways:

(i) Contact has been built up with Strathclyde Training Company, the training side of Govan Shipbuilders. This organisation was set up to give training for craft apprentices. This work has now been expanded to take in an additional group of school leavers, who will receive a shorter training to equip them for employment outside the shipyards, particularly with small firms which lack training facilities. Liaison between /

between the training staff and those working with the school leavers is beginning, modelled on the Project's home/school links. A similar situation is being explored with the training services agencies.

(ii) A Training Workshop, according to the training recommendations of the Holland Report is to be set up to relieve the immediate unemployment problems of some of the school leavers. The Project Director is involved with this, together with the Careers Service.

(iii) A small study group concerned with the long term employment prospects in Govan has been initiated by the Govan Area Resource Centre. The Project Co-ordinator is a member of this team. Its purpose is to bring together information on the current employment possibilities in Govan; the unemployment facts and figures, together with recommendations of possible strategy for attracting light industry into the area.

Special Provision:

So far the school section of this report has dealt with the five schools attended by the majority of Moorpark children. It must be noted that Moorpark is served by no less than 20 schools. The 15 others only cater for a small number of children, but 25 families in the district are affected by them. This in turn must affect the whole small area of Moorpark. Two of these schools are Govan schools outside the catchment area which children attend by parental choice. The other 13 are divided into four mentally handicapped, two physically handicapped, three maladjusted and four List D. A small amount of interaction has taken place between the Project and the six special schools. Two of the children eligible to join the school leavers group come from the mentally handicapped school. Contact with the other agencies is even more fleeting, consisting of a visit from a worker in a maladjusted school and a seminar from a social worker concerned with List D.

Since children are in each of these schools because of individual problems, and these must be affecting their education, it is obvious that the Project must try to reach this area. Exploratory work, at least, is proposed for year 3.

2.3.4 Further Training of Teachers in the Primary Schools.

During Year 1, various meetings for teachers were held in the Project Centre. These were run by College staff, Project staff and Advisers. Towards the end of Year 1, discussions took place with the schools vis-a-vis a more concentrated and relevant programme in Year 2. Both Primary schools opted for school-based inservice work run by Hamilton College, College-based courses run by Jordanhill and Notre Dame College and Teacher Centre based courses run by the Local Authority.

(i) School-based Inservice Work (Hamilton College of Education)

In the 1976/77 academic session, a number of informal contacts were made by members of the College staff with the Strathclyde Experiment in Education in Govan. As a result of these contacts Mr. Jackson and Mr. Michael, with the encouragement of the College Principal, explored the possibility of extending the College involvement in the work of the Project by means of school-based inservice work. After discussion with Mr. Wilkinson, Director of the Project, a number of schemes were agreed, and these are progressing satisfactorily.

The Plan.

The initial plan was to establish good relationships with the two schools involved, and this could only be achieved by gaining the confidence of the teachers. Therefore, in co-operation with the school staffs, areas of work were chosen where teachers welcomed assistance. These areas were determined by discussion with Head Teachers, Assistant Head Teachers, and Class Teachers. Thereafter the College staff arranged to visit the teachers on a regular basis, to construct a programme of work for their classes and to teach in the classrooms in order to explain detailed procedure.

This is different from the College's normal practice in school-based inservice work in other places. Teachers usually attend a College-based introductory course for one day, in which general work is covered and tasks issued for teachers to carry out in their own classrooms. Teachers then return to College three weeks later for two consecutive days, to complete the course. They are given work to carry out in schools, and they receive visits from tutors who now deal with specific problems in each class.

In Govan it was decided to forego this system in favour of a direct approach to the school staffs on their own ground. It was hoped that the College tutors would be accepted more quickly by the staffs and would discover ways of assisting in realising the aims of the Project. With hindsight it appears that this was the better way to proceed, although all the tutors working in the schools have missed having the chance to deal with the broader issues and implications of the work. For example, teachers are rarely available to discuss work with the tutors, away from their class /

class, and it is difficult to find time to brief teachers for future work and to review results achieved. However, good friendly contacts have been made with the school staffs, and excellent work has been carried out in the classrooms.

The Work of the Art Department

Even a cursory visit to classes in both schools showed that many children were regarded by themselves, their fellows and their teachers as failures. Certainly, they do not perform well by any commonly applied test. The fact that they have acquired this self-image and are so regarded depresses their performance further. It was felt that it would be helpful to the teachers and the children if a number of strategies were introduced which would assist these children to revise their opinion of themselves, and would help them to improve their performance.

Another area of work chosen was the teaching of handwriting, about which many teachers feel guilty because of generally declining standards. The system of teaching handwriting designed by the College, is designed to improve the children's performance without increasing the time the teacher must devote to it.

Lastly, it was decided that children should not leave the Primary School without being helped to be aware of their visual world. A programme is being devised in conjunction with the teachers of P4 to P7 classes in the hope that the material will eventually be in such a form as to be used elsewhere.

Progress of the Work

The greatest concentration of effort is in St. Saviour's where the work is progressing satisfactorily. The contacts in Copeland School are fewer, but where they have been made, are yielding good results. The reason for this is, partly, that the Head Teacher in St. Saviour's School arranged an excellent programme of inservice assistance immediately we arrived, which involved us throughout the school. Copeland Primary School was slower to respond, though there is every indication that this will change in the near future.

In St. Saviour's a method of teaching handwriting to young children which ensures that they will learn correct letter formation from the outset has been introduced. This system was produced by the College as a result of a previous research project, but is now being supplemented with a pre-writing programme devised by the Infant staff to suit their particular conditions existing in Govan. In addition, in co-operation with the staff of the school, supplementary material is being produced which will involve parents in the scheme. This material can be operated by them to help their children at home. When it is available parents will be informed and their assistance sought.

There /

There has also been a great deal of work in the Infant Department designed to link language and visual work. Resource material for teachers has been produced by the College and this Work has linked naturally with the Language Course which the teachers attended in Jordanhill College.

For Copeland Infant Department, a numerals teaching kit (a modification of the handwriting scheme) is being developed and it is hoped to introduce this shortly.

In the middle and upper schools of St. Saviour's and Copeland the programmes of work designed to assist children to think more effectively are well established. Children are developing strategies for solving problems raised by their own questions, and that they now have greater opportunities to discuss problems in a much more co-operative situation than was formerly possible. It is hoped to involve parents in this work as it is felt that they would easily understand the 'commonsense' quality of the approach and could give invaluable assistance.

The art inservice course is located for the present only in St. Saviour's School. It is directed by Mrs. Shanks and Mr. Watson. Through it all, senior children are being helped to look more closely at their own environment and notice that it is rich in pattern, shape and line. They are learning too that artists select, analyse and translate their observations into different materials. The children are engaged in practical experiments which cause them to do the same and prepare them to compare their work with that produced by professional artists. In this way it is hoped that they will be made more aware of the visual quality of their own environment and of the art which is freely available in the city. So far there has been a good staff response in this area of inservice work and an exhibition is planned for the Summer Term to try to interest parents in the work of their children.

The Work of the English Department

(a) An objective common to work in both schools is the encouragement of the extended use of fiction. There are various reasons for this:

1. the development of good attitudes to reading - to see a book as a source of interest and pleasure;

2. the development of the child's awareness of the human and physical world in which he lives;

3. the helping of children to internalise certain features of the written language which are significant in the enriching and disciplining of speech and writing, in developing a sense of audience in the act of communication, in the developing of constructions, based on the linear sequence of the written language, which are significant in cognitive processes.

4. /

4. the demonstration of book-based programmes which may have more interest and more validity than programmes derived from decontextualised language activities. In both schools unit-studies based on fiction are being tried at various levels, providing the basis for a variety of linguistic and related activities. In St. Saviour's a variety of texts is being introduced at the P.3 level to encourage the move from class reader to free choice in reading. These books are being supplemented by audio-visual material using the multihead sets available. At the present moment commercial material (Penguin 'Listening and Reading' and Weston Woods material) is being used, but a start is being made on the recording of material to meet the needs of the school.

(b) One lecturer is working with selected groups of less able children in both schools to develop certain forms of language. (This is primarily to devise suitable material and techniques).

The forms of language are:-

1. the language of personal recall;
2. the language of imaginative construction;
3. the language of speculation.

Various techniques are being tried out:

1. Discussion and writing based on material, local where possible, relating to children's activities in a known setting. (A unit based on this material is being prepared for teachers' use.)

2. The use of visual material: This material is being used to develop a vocabulary to describe the world in which the child lives and his response to it - (demonstrate relationships between events; to communicate in a precise and ordered way; to provide a starting point for speculation and imagination. (A set of tested slides with notes is being prepared).

3. The production of structured material for use by individual children.

The availability of certain items of audio-visual equipment in St. Saviour's is being exploited to produce programmes which may be used for specific language development.

(ii) /

Footnote: The description of the school-based inservice work was submitted by Mr. Michael and Mr. Jackson.
The authors of the report wish to acknowledge their appreciation.

(ii) College-based Courses

The following table illustrates the nature, duration and location of inservice courses attended by teachers from the two primary schools.

TABLE 2

SCHOOL	COURSE	PLACE	CLASSES	LENGTH OF COVER
St. Saviour's	Language Development	Jordanhill College	P1:P2:P3	1 teacher per week/ 3 weeks
	Aesthetics	Notre Dame College	P4:P5:P6 P7.	1 teacher per week/ 4 weeks.
Copeland School	Environ-mental Studies	Jordanhill College	P4:P5:P6: P7.	1 teacher per week/ 4 weeks.

After the teachers have been on the course, follow-up visits to the school are being made by the College Tutors involved in the course.

(iii) Teacher Centre-based Courses

TABLE 3

SCHOOL	COURSE	PLACE	CLASSES	LENGTH OF COVER
Copeland School	Environ-mental Studies	Dundas Vale	P7	2 teachers for 3 days
St. Saviour's	Open Plan Organisa-tion	Dundas Vale	Promoted Staff	3 teachers for 2 days

Follow-up visits to the schools are being made by the Primary Adviser.

The inservice training described in this section has been developed through a flexible approach involving extensive discussions between the Schools and the Colleges of Education, and the Primary Adviser. The introduction of this work into the schools is an ongoing process and it is hoped that future innovations will continue to respond to the requirements of the schools, the needs of the children and the availability of resources.

2.3.5 Inservice Work with the Nursery School

Preschool work which includes a Nursery component is described in some detail in the Neighbourhood Education section (sec.2.2.2). Broomloan Road Nursery School and Notre Dame College have mounted a series of inservice studies since 1974. The work has been prepared jointly by the Head Teacher of the Nursery School and a College Lecturer. The focus of the study has been language development through art work.

In 1977 the Govan Project invited the Nursery to take part in video recording sessions. Since then the Nursery, in conjunction with Notre Dame College have continued to use video recordings as a means of developing inservice training in a more systematic way. Appendix E provides a very brief outline of possible developments for inservice training in Health Education.

2.3.6. Some Teachers' Views.

Interviews with Head Teachers, Promoted Staff and Teachers have been carried out by the Evaluator at intervals, to ascertain the views of the professionals working in school.

At the beginning of the Experiment the following views were expressed about the Project as a whole:

"I tend to be a little sceptical of what you are trying to do in Wine Alley. The Link Teacher can give some help to small groups which we simply do not have the manpower to handle. This can only do good. It also helps the teachers because, of course, they have smaller classes. As I see it the whole project is an attempt to link up the school with the community. I should say that I feel the parents are not antagonistic to the school, only apathetic; they don't seem to see the school as being relevant to them. However, I don't want my parents over interested in the school. Otherwise they may come up complaining, but of course, any improvement in attitude will be helpful."

(Head Teacher)

"The inservice training is really excellent. The Hamilton College tutors work closely with the staff and are fully accepted by them. This has produced tremendous enthusiasm about the art and language work which relates to life in Govan."

(Head Teacher)

"Again I have some doubts about whether these children can relate this kind of education to their real lives once they leave the school. For example, we've taught first aid; we have had Ministers teaching religion in the school, and quite honestly I don't think it means anything to them once they /

they leave the walls of this school. They just divorce this kind of school activity from the community. There is also the danger of a conflict of values. You could get a boy who is a misfit in the school and is a happy and apparently well integrated member in his own community. Alternatively, you could get a boy who is also a misfit in the school and may be happy in his local community but may be in a position which we would regard as anti-social, i.e. a gang leader. So, altogether I have some doubts about the impact that subjects such as social education, social awareness, would make on the real lives of these children. This applies to all of us. I think we all behave in a certain way in the school and this is very different from how we behave at home."

(Headteacher)

During the first term a certain degree of criticism became apparent:

"The Project was falling down on the basis of personality. This was not just a reference to the Link Teacher but to several other members of the ProjectTeam." (Assistant Head).

"The Project seems to be rather ill planned. There should have been a more detailed enquiry in the school before the Project began in order to find out exactly what the school wanted and what was feasible." (Assistant Head).

"I indicated that the initial promise of the Project had not yet materialised. For example, I had requested at every meeting that the programme of inservice training which was promised before the staff were appointed should be implemented, but so far nothing has been produced." (Assistant Head).

However, recently a more favourable attitude to the Project seems to be emerging in the schools. During the latest set of interviews the following statements were made:-

"The Link Teachers' inschool work seems to be simply an extension of the class teachers' activities only there is a better knowledge of the child's home background."

(Assistant Head).

"Closer home/school links benefit everyone. The school's problem is knowing how to develop them after the original contact."

(Assistant Head).

"There was a lot of talk about trouble at the beginning but once we got the administration sorted out, this died down."

(Head Teacher).

"The coming together of the school and community can only be a very slow process." (Head Teacher).

"I'm in favour of your attempt to link the home and the school but there is a difficulty getting from theory to practice."

(Head Teacher).

As yet no systematic evaluation of the Project work with the schools has taken place. However, discussions are now under way between the Project and the schools concerning relevant in-school evaluation studies. It is hoped that the results of this work will be available during the coming year.

2.4 PROJECT RESOURCES

2.4.1 Project Team (See Appendix B for further details)

(i) FIELDWORK

The Co-ordinator has immediate responsibility for the fieldwork. Her task is to lead the Project initiative in Moorpark and act as a support to, and resource for, the various project activities. She also has the task of promoting the further education of the group by holding Fieldworkers' Seminars in Govan.

The Neighbourhood Tutor is responsible for offering group work to all parents and families in Moorpark, as well as for the preparation of parents to become leaders in these areas. She also maintains the Project's links with local agencies in Govan. Because the Project has no Secondary personnel, the Neighbourhood Tutor is responsible for school leaver work.

The Literacy Worker is responsible for the community library, for all liaison with the Public Libraries and for initiating processes which will encourage the enjoyment of books in Moorpark. She also holds a central position in the Project House, acting as clearing agent for Project communication with the neighbourhood, and hostess to all enquirers. She replaces secondary personnel by carrying on the Project's work with pupils in First Year Secondary.

The Link Teachers are the Project's chief presence in the Primary Schools. They have piloted a variety of roles and are currently engaged mainly in building home/school links by their work with both parents and teachers. They also link the rest of the ProjectTeam with the Primary Schools and keep project and school informed on possible lines of co-operation.

The Pre-school Co-ordinator is concerned with providing educational opportunities for all families who have children between the ages of 0-5. As well as parents, she works for 3-5 year olds with the Nursery and Playgroup staff, and for younger children with Health Visitors. She is responsible for the Project's Toy Library.

(ii) EVALUATION AND ADMINISTRATION

The Secretary/Administrator has day to day responsibility for enabling the plans put by the Director and Co-ordinator to be carried out both effectively and efficiently. She also takes minutes of meetings, maintains a project filing system, provides a typing service to the team and has oversight of the financial outgoing of the Project.

The Evaluator /

The Evaluator, in consultation with the Director, has responsibility for monitoring the progress of the Project. He provides both a service to the Fieldworkers as to their impact and progress in the community, and documents the main features of the Project's development for outsiders to judge the value of the work.

The Director, a Lecturer in Education at the University of Glasgow, has overall responsibility for the policy and running of the Project. He spends most of his time in meetings with the ProjectTeam, Teachers, Advisers, College staff, Administrators, Community Leaders and outside bodies.

2.4.2. Financial Resources.

(i) Strathclyde Region/Scottish Development Department (Urban Renewal).

A grant of £33,500 per year was jointly allocated by these two bodies. The grant has two components, £27,500 for salaries and £6,000 for running costs. In addition a single sum of £6,000 was allocated for capital expenditure. The salary component was sufficient to support seven full time staff - the Co-ordinator, Neighbourhood Tutor, Preschool Worker, Literacy Worker, two Link Teachers and the Secretary/Administrator.

(ii) Notre Dame Educational Trust.

The Trust made a grant for the evaluation of the Project, the amount being sufficient to support the Evaluator, and permit a small fee to be paid to the Director.

(iii) The University of Glasgow.

The University Court supports the running costs of the Project by providing facilities in the Department of Education from where the Project is administered.

(iv) Manpower Services Commission.

Two small grants totalling £8,000 were awarded by the Commission to support three workers. This resource was very valuable in adapting the main project resources to the response of the local community.

2.4.3 Project Premises.

Project House: Since November 1976 a three-roomed flat in Moorpark Estate has been used as the Project's local base. The living room, which overlooks the back court area, has been turned into a small library. The larger bedroom has become a group discussion room and the tiny bedroom is now a toy library.

Project Centre: Three hundred yards along Broomloan Road from Moorpark, an old school building houses the Project Centre in three of its former classrooms. This accommodation is used as offices for the Fieldworkers and as meeting rooms for a variety of Project activities.

Department of Education, University of Glasgow: At 1 Lilybank Gardens the Project has the use of three rooms for the administration and evaluation of the work. The Director, Evaluator and Secretary/Administrator are based in the University and the Co-ordinator also has an office.

2.5 ADMINISTRATION AND MANAGEMENT

2.5.1 Communication.

In any experimental project, a considerable effort needs to be made to communicate its purpose to all the individuals associated directly with the work. This communication is closely linked to the administration of any project and poses serious problems for those involved in running it. Not only are they faced with constructing comprehensible statements to the appropriate decision makers, they have to accept the inability of many people to "hear" what the person initiating the statements is attempting to communicate.

The necessity of overcoming this difficulty and the other pressures associated with implementing the aims of an innovatory project result in a heavy commitment to organisation and administration.

A key feature of this administration is the degree of autonomy afforded the Director and Co-ordinator. In a project of this nature it is essential that many decisions are made quickly and put into effect almost immediately.

2.5.2 Management and Advisory Groups.

1. S.E.E. Steering Committee,

This group which began work in September 1975 meets approximately once per term to receive reports from the Director, Co-ordinator and Evaluator on the progress of the work. A full list of members appears in Appendix A. The meetings are held in the Education Department of the Regional Council, and are chaired by Mr. D. Burns, Depute Director of Education.

2. Moorpark Tenants and S.E.E.

This Group for Education in Moorpark (G.E.M.) has recently been set up for a trial period of three months. Its function is to explore how a more permanent body might begin the tasks of finding ways of continuing the work of the Project when the professionals are withdrawn. The Group meets in the Project House and is attended by four members of the Tenants Association and Hall Management Committees, four tenants using the Project House and three S.E.E. staff.

To date there have been a few wide ranging discussions resulting in a small book and toy fair in the Tenants Hall at Christmas and a visit to the Training Services Agency Workshops in a nearby industrial estate. However, the working party has not always functioned smoothly and further consideration will be given to its purpose when it reports back to the full joint Tenants/Project Committee in March.

3. /

3. Professionals and S.E.E.

(i) headteachers Advisory Group.

The Head Teachers of the five schools involved with the Project meet with the Director and Co-ordinator approximately twice per term to discuss progress to date and to advise on plans for the future.

(ii) Teacher Planning Group (Primary)

Attended by Assistant Heads, Primary Adviser, College representatives and Project staff, the meetings are held approximately three times per term to discuss the school aspects of the Project's work and maintain a liaison between the Project and the schools. The meetings are chaired by the Director, minutes being taken by the Secretary/Administrator.

(iii) Preschool Community Group.

This group is a co-ordinating body for the welfare of the preschool children in Moorpark. Attended by the Nursery School staff, Playgroup Advisers and personnel, Health Visitors, College staff and Project staff, the meetings are held three times per term. The meetings are chaired by the Preschool Co-ordinator and minutes formerly taken by the Secretary/Administrator are now the responsibility of another member of the group. A recent innovation in this group is the introduction of parents.

4. Community Education.

A small exploratory discussion group has been set up in 1978 to find ways of bringing together community education personnel and Project team members. At present it is attended by a Community Education Worker, a Community Education student and the Project's Neighbourhood Worker and Co-ordinator.

5. S.E.E. Internal Groups.

(i) Project Group Meetings.

During Year 1 Project Group meetings were held once each week in the Department of Education in the University. These meetings, attended by the Project Team, have now been transferred to Govan and are held fortnightly. The purpose of the meetings is to maintain a cohesion to the work and to discuss future plans. The meetings chaired by the Director are run on a formal basis with an agenda and minutes. At the meetings each team member presents a short progress report of his/her activities during the preceding period.

(ii) /

(ii) Co-ordination

Fortnightly meetings chaired by the Co-ordinator alternate with Project Group meetings. They have been developed from Fieldworkers Seminars in Year 2 to bring together the team's efforts to implement the Project's immediate goals. Current problems in a particular work area are explored and the practical contribution each team member makes is co-ordinated into a plan for the following fortnight. Issues include: extending membership, new activities, children with special educational problems, school projects which could receive community support.

(iii) Work Area Groups.

Day to day planning is carried out in small groups associated with each area of the Project's work. At present there are five such groups - Preschool, Primary, Secondary, Library and Evaluation. Each group is attended by the team member(s) associated with that area, together with the Co-ordinator and/or the Director.

Communication also takes place at the informal level and there are constant contacts between the Project Team, local residents, teachers and children. In addition, there are short informal meetings between the Project Directorate and a host of people involved in the work.

2.5.3 Team Education

From the beginning of the Project, three forms of inservice education have been built into the work:

1. Open University.

Ongoing study in language development is necessary in a project which has language in its spoken and written forms as a central component. Four team members successfully completed course PE261 "Reading Development" in 1977. All the assignments were based on work within the Project, so that the theory was of immediate use to the people of Moorpark. These four team members will be joined by a Primary Teacher in following Course E262 "Language and Learning" in 1978.

2. Fieldworkers Seminars

Since October 1976 the Co-ordinator has held weekly or fortnightly seminars concerned with both theory and practice. The first requirement in Autumn 1976 was to explore with the whole team the psychology of learning and teaching which was the basis of the work being set up in the community and in the schools. Since January 1977 there has been a small amount of study concerned with other intervention programmes /

programmes from the Liverpool Home Link scheme to Bronfenbrenner's "Is Early Intervention Effective" as well as sessions led by outside speakers whose work offers pointers to the Project. Recent work has been on a variety of theories concerned with language development.

3. Occasional Seminars.

In addition to the Fieldwork Seminars and Open University Courses, the full Project Team meets occasionally to discuss specific issues and to learn from outside speakers.

Contact with other projects doing similar work is also essential, so exchanges with other groups take place two or three times a year, e.g. Lothian Home Visitors and Home Link in Liverpool.

SECTION 3 : EVALUATION

3.1 : Purpose

3.2 : Significant Educational Contact with the Community.

3.2.1 : Growth

3.2.2 : Distribution

3.2.3 : Project Contact and Academic Performance.

3.2.4 : Project Contact and Geographic Concentration.

3.2.5 : Validity.

3.3 : Utilisation of Resources.

3.4 : Moorpark and Educational Underachievement.

3.5 : The Rationale.

3.6 : The Future.

SECTION 3 : EVALUATION

3.1 PURPOSE

By now the reader may have drawn tentative conclusions about the background to the Project, its organisational structure and its principal functions. This section will allow him to carry the process a step further and make quantitative judgements about aspects of the Project's progress. In particular -

(a) How much contact has the Project established with the local community and how has this grown? (cf.3.2.1). Has this interaction with the community been concentrated on a few households (cf.3.2.2) or on the parents whose children are already performing well at school (cf.3.2.3) or on a specific geographic location (cf.3.2.4).

(b) How has the Project utilised its resources (cf.3.3).

(c) Do Moorpark children exhibit the poor educational performance which is typical of schools in inner city areas (cf.3.4).

Although these questions are relatively simple in comparison to the wide range of complex social, economic and political queries, which an evaluator could ask about the Project, *1 there are no unique or simple answers to them. Partly this is due to the diverse attitudes, beliefs and criteria of success of those who might pose such questions and partly it is due to the complex nature of the Project itself.

In this context the purpose of this evaluation is twofold. It must provide information,either through the dissemination of reports or the holding of seminars, which will allow different groups to draw their own conclusions about the success of S.E.E. It must also supply the Project Team with ongoing feedback about its work; this must be relevant to the Project's operations and should provide insight into past actions, descriptions of current events and possibly, projections about the likely outcomes of planned activities. These assessments are relayed back to the Project Team either through group meetings or through internal evaluation reports. The themes of Project interaction with the community and utilisation of resources have been drawn from these reports.

*Footnote 1: The rationale of this evaluation and the role of the evaluator within the Project is expanded in 3.5.

3.2 SIGNIFICANT EDUCATIONAL CONTACT WITH THE COMMUNITY.

3.2.1 Growth

Unfortunately, the criteria for determining whether a contact is significant or not are not self evident. Are all contacts educational? Are any of them significant? What constitutes contact, and so on. In order to simplify these questions, the types of contact which have been introduced by the Project are divided into three categories.

Firstly, there is attendance at some Project activities where the residents of Moorpark have come out of their homes in order to attend a discussion group, a play session, an excursion, etc. For the purposes of this report, such a level of commitment is taken as sufficient proof of the significance of contact. At a later stage, this assumption will be challenged and a more detailed investigation of the quality and relevance of these activities will be conducted. The figures in this category do not include visits to the Community Library.

Secondly, there are the home visits when a member of the Project Team has visited the resident's home in connection with the Project. Clearly, this kind of contact cannot be ignored. Important educational developments have taken place at this kind of meeting as has been the case in many other home link experiments, e.g. Homestart in the USA, the Lothian Home Visitors Scheme in Edinburgh. Yet its significance remains more problematic. The necessary criteria of significance which has been used is that the home visit should be part of a systematic programme. Thus the Link Teacher providing feedback to all Primary 1 mothers about the reading schemes has been considered significant, but casual contact in the street has not.

Lastly, there are the visits made by the residents to the community library. It has been assumed that these are intrinsically significant but at a different level from the other activities such as attendance at a parents discussion/experience group.

Having established these three categories and having derived some guidelines for ascertaining significance, the choice of the unit of analysis becomes important. The dangers of distorting results by imposing a classification system which is inappropriate to the situation under study have been well documented*1 Several possibilities exist - the nuclear family, the individual, the household, the close, etc. The appropriate choice is indicated in each table.

Within /

*Footnote 1: B. Hindess *"The Use of Official Statistics in Sociology"* 1973. MacMillan, London.

Within the structure of this analysis the following pattern emerges of the Project's interaction with the community.

TABLE 4

	Term 1 13 Sep/ 13 Dec. 1976	Term 2 5 Jan/ 31 Mar. 1977.	Term 3 1 Apl/ 30 June 1977	Term 3B 1 July/ 17 Aug. 1977.	Term 4 18 Aug/ 17 Dec. 1977.
Total number of attendances by adults at Project activities.	144	178	496	68 (est.)	503
Total number of attendances by children at Project activities.	0	18	219	7	395
Home visits by Project Team members.	Not recorded	255	136	0	98
Attendances at the Community Library(these figures include children).	Not open	2357	1821	783	2605

(Note: There are 228 households containing children under the age of 16 in Moorpark).

The most striking feature of this table is the jump (179%) in the number of adult attendances from term 2 to term 3. This was a direct result of the extension in the scope and number of groups during this period. The increase levelled off during Term 4 and this may indicate that the potential of these types of group discussions, outings, preschool training, reading workshops, etc. has reached a plateau. A similar increase (80%) in the attendances by children was evident between terms 3 and 4. Again this reflects the changing nature of the groups, in particular, the development of the family workshops and the evening groups.

Only the variations between terms are illustrated in Table 4, but at least one important movement has taken place within a term. This occurred in Term 4 when there was a considerable drop in attendance during the first half of the term, (i.e. up to the autumn break), followed by an upsurge during the second half of the term.

The reasons for this were diverse; without doubt summer holidays resulted in a disruption in communication with the local community and it took some time to re-establish contact. On the other hand, it may be felt that this interruption allowed time for reflection and planning.

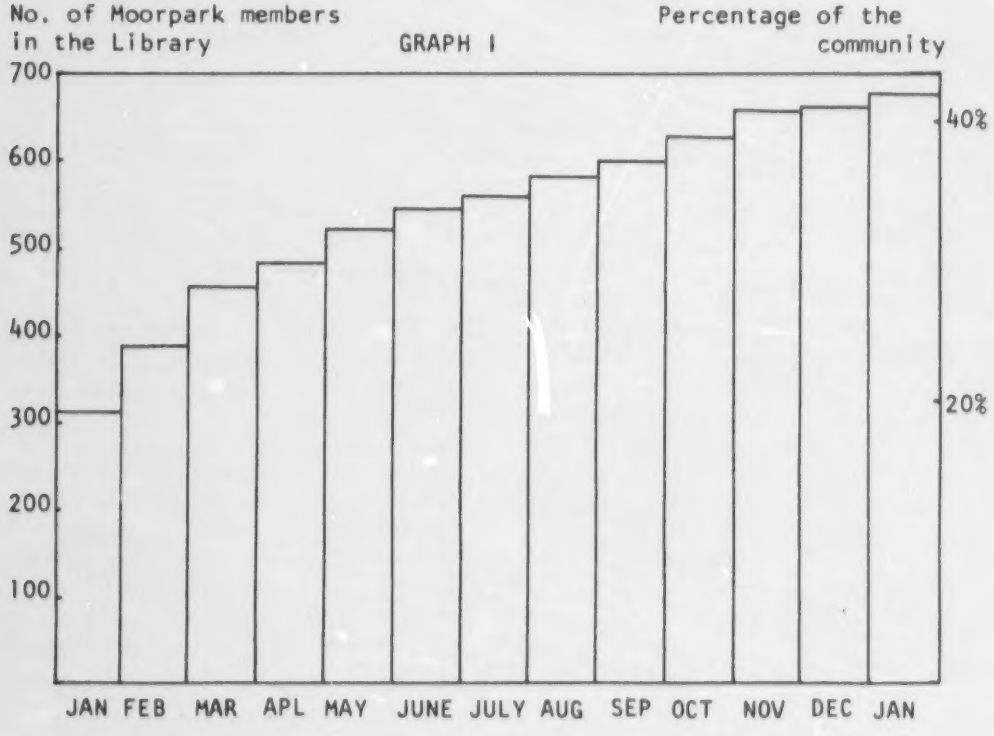
A /

A detailed examination of the Project's individual work areas reveals the following:

TABLE 5

	Term 1	Term 2	Term 3	Term 3B	Term 4
Attendance at Experience/discussion Groups	139	143	209	0	224
Attendance at Play Sessions	0	7	64	0	31
Borrowings from Toy Library	0	11	69	8	47
Attendance at the Community Library	0	2357	1821	783	2605
Home/School Visits	0	121	121	0	98
NEWs Training Sessions	0	32	96	60(est)	108
Attendance at Adolescent Groups/	0	0	31	0	60
Adult English Classes	0	0	18	0	33

These figures indicate a wide fluctuation in fortunes. The parents groups grew rapidly in Term 3, slipped back at the beginning of Term 4 but recouped this loss during the remainder of that term. The Toy Library showed a considerable growth in Term 3 but lost ground in Term 4. By almost any criteria the Community Library started well and has shown consistent growth in membership as illustrated by the following graph.



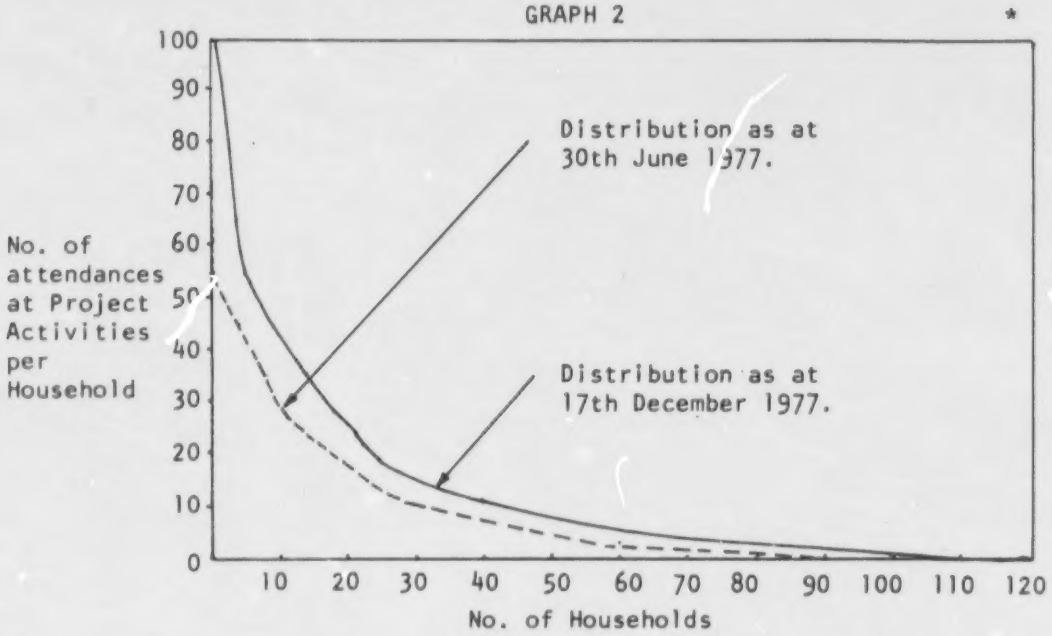
3.2.2 Distribution

These global figures give a general impression of the Project's progress, but they provide little insight into the concentration of contact.

When the aims for this Project were first formulated, it was not considered feasible to attempt immediate coverage of the whole population. Instead, those families with children in the 3-7 age range were selected for initial contact, and some level of interaction was established with all these families; but how far has the Project progressed towards its eventual aim of contact with all the 228 households which contain children under the age of 16 in Moorpark.

To date (119) of these households have attended some group activity, and nine out of ten households have at least one member in the community library. The precise distribution of attendances at group activities is shown in the following graph :

GRAPH 2 *



This illustrates that a large amount of these attendances at Project activities has been contributed by a relatively small number of households. Thus, in the Project's first year, ten households accounted for 45% of the total attendance at Project activities, and by Christmas 1977, the concentration had not changed to any marked extent.

In view of the initial focus on a small range of families, these figures may not be surprising and there is currently some evidence of a broadening in the Project's base. With the advent of the Neighbourhood Education Workers taking over responsibility for the running of discussion groups in Term 5, several new families have attended, e.g. in the first week six new families were involved. The situation will require continuous monitoring to ascertain whether this trend continues.

*Footnote: This graph does not include attendances at the Community Library.

3.2.3 *1 Project Cortact and Academic Performance.

This relates to the important question of whether a Project which concentrated on a particular geographic area tends to cream off the 'best' parents. This concern has been voiced by academics and teachers alike; as a local headteacher put it "I don't see you getting in touch with those parents who really need it." The alternative concern is that the Project is operating on a remedial model and concentrating on poorly functioning children, rather than the 'whole environment' approach, which is its stated aim. One method of clarifying this problem is to relate the level of contact which the Project has had in various households with their children's existing I.Q. scores, English Picture Vocabulary Test scores, Reynell Verbal Comprehensive Scores, Reynell Expressive Language Scores and Edinburgh Reading Test scores.

TABLE 6 *2

	Average I.Q. Scores	Average EPVT Scores	Average Reynell C'hsn. Scores	Average Reynell Expressive Language Scores	Average Edinburgh Reading Test Scores
Attendances at Project Activities					
Low contact	100	100	90	99	86)
Medium contact	96	95	92	92	85)*3
High contact	105	100	93	96	104)
Visits to Community Library					
Low contact	97	97	91	95	83
Medium contact	101	98	88	92	93
High contact	99	99	99	95	85
Home Visits					
Low contact	99	97	87	85	86
Medium contact	100	98	93	100	89
High contact	97	98	97	95	94

A one-way analysis of variance and t-tests show that there is no significant difference (5%) between these scores.

This /

Footnotes:

*1 : All the statistics in 3.2.3 and 3.2.4 relate only to the Project's first year in operation.

*2 : Certain age ranges of Moorpark children have been tested on behalf of S.E.E. by Mr. J. A'Hern, Miss A. McBride, Miss E. Orr and Miss I. Turner from Notre Dame and from Glasgow Child Guidance Clinics. Parental permission was obtained prior to the individual testing of any child.

*3 : The reason why the difference between these three groups is not significant is the low number of items in the high contact category.

This indicates that there is no statistically significant difference in the test scores of the children from families where the Project has high contact as against the families where the Project has low or medium contact.

The converse approach is to divide the children up into high, medium and low scoring groups for these tests and then ask whether there is any difference between the amount of contact the Project has had with the parents of these groups. In this case an appropriate statistical technique is the KRUSKAL-WALLIS test, but once again, this fails to reveal any statistically significant difference between the groups.

It may be that as the data base expands, significant relationships between the test scores and the Project's contact with the family will emerge, but on the existing evidence, there is no ground to support the proposition that the Project is concentrating excessively on either the parents of these children who have high test scores or those with poor scores.

3.2.4 Project Contact and Geographic Concentration.

The problem of determining whether the Project is having an effect across the community or whether it is focussed on a few geographic pockets, is complex. In this context three hypotheses have been advanced:

(a) The Project's contact with the community depends on the residents proximity to the Project House;

(b) Those houses which face outwards across Broomloan Road (see Map 1) do not associate themselves to the same extent with Moorpark and will not, therefore, be so closely involved with the Project. This would be particularly true of those houses to the right of Rafford Street which are some distance from the Tenants' Hall, and

(c) Contact with the Project will be based on friendship groups within the community, e.g. one parent in a close bringing along a neighbour. This will result in areas of intense contact within the community.

Maps 1 and 2 present some preliminary information concerning these questions. On first inspection they appear to indicate that the Project achieved a fairly dispersed contact across the community, e.g. there are no obvious areas where the Project is having no impact. A closer examination suggests there is some evidence to support each of the three hypotheses mentioned above.

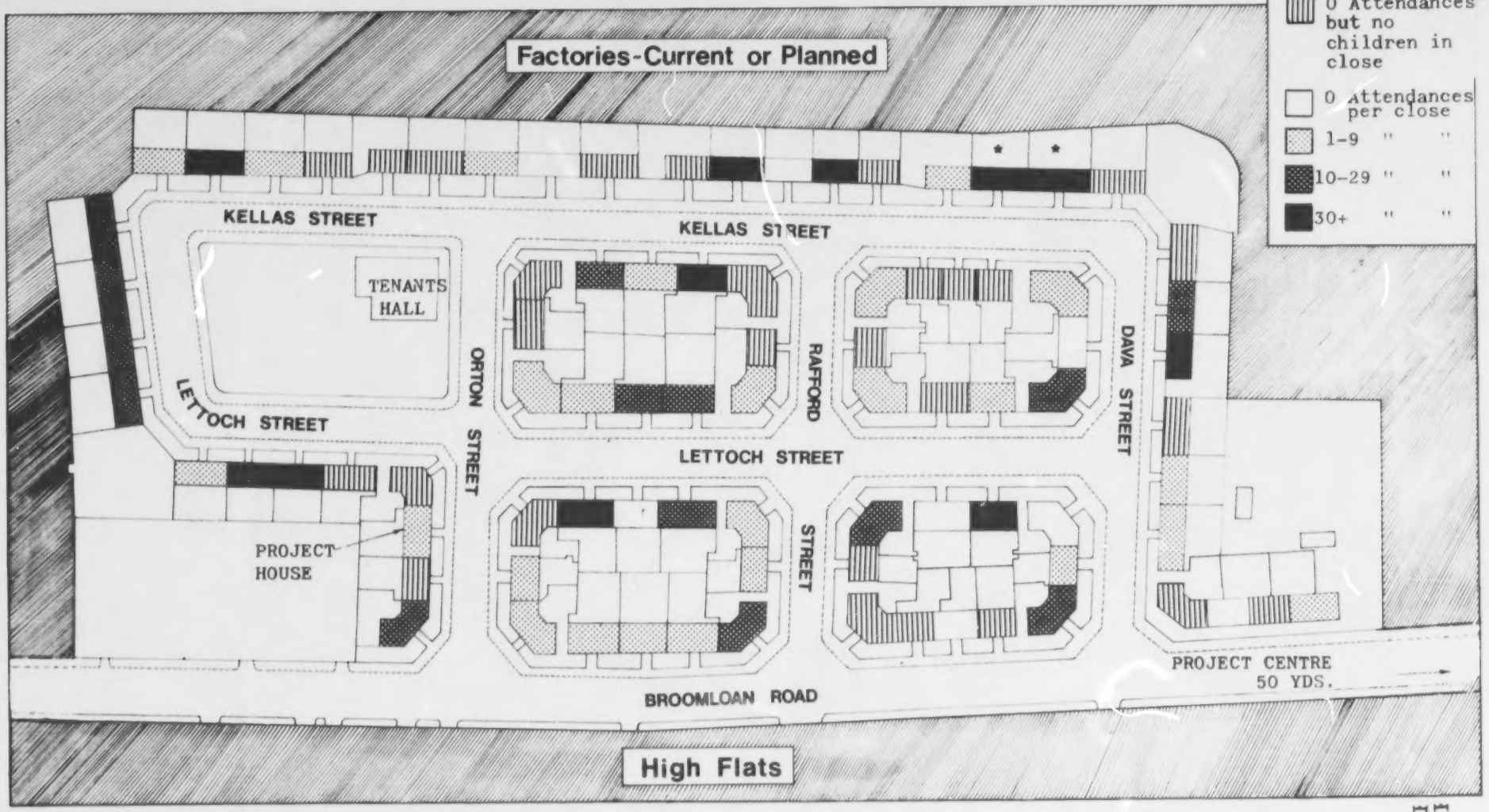
(a) For both library attendance and attendance at Project activities there is a higher number of closes with no contact to the right of Rafford Street (i.e. further away from the Project House) than there is to the left.

(b) /

Strathclyde Experiment in Education.

Moorpark Estate.

MAP 1



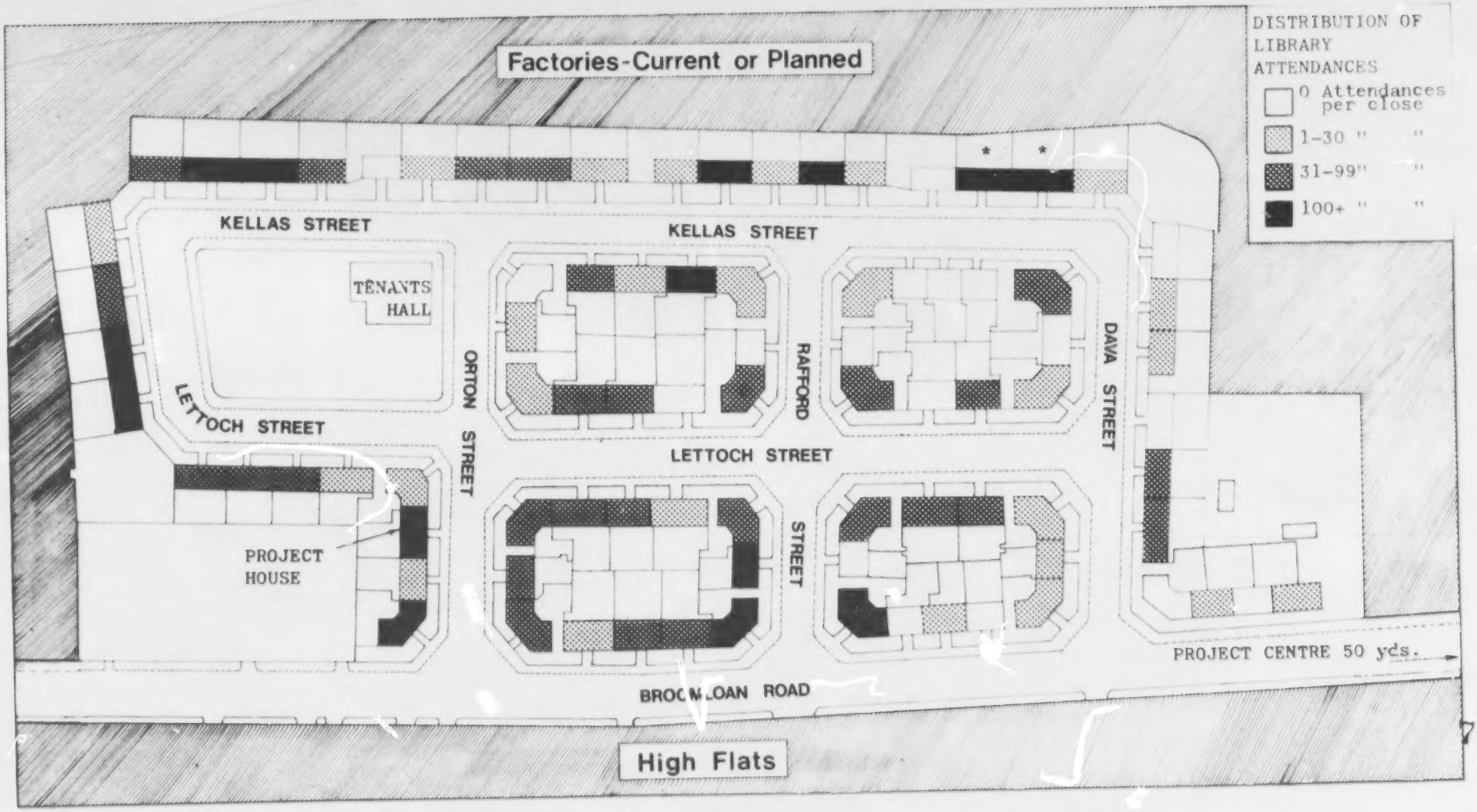
DISTRIBUTION OF ATTENDANCES AT PROJECT ACTIVITIES

- 0 Attendances but no children in close
- 0 Attendances per close
- 1-9 " "
- 10-29 " "
- 30+ " "

Strathclyde Experiment in Education.

Moorpark Estate.

MAP 2



(b) Those closes which face across Broomloan Road to the right of Rafford Street have less contact with the Project than any other corresponding block.

(c) The closes marked with * in Maps 1 and 2 illustrate an example of one mother's interest spreading to her neighbours (cf. p.38 of this report).

At this stage of the Project's development, these findings can only be tentative and no firm conclusions will be possible until considerably more data is available and a more sophisticated analysis which accounts for other variables (e.g. size of the families, distribution of the children) has been produced.

3.2.5 Validity

A continual danger in presenting numerical data is that it conveys a crystal clear image of the social reality. This can be misleading. The figures presented are based on a series of assumptions which other researchers could question, and a re-assessment of them could alter future statistics. Not then least of these is the assumption that these figures are of some relevance, e.g. the rate of growth of library membership is only important if one believes that using a library is a worthwhile pursuit. Further insight into the educational importance of the Project's activities can only be gained by more qualitative techniques and it is hoped to introduce these during session 1978-79.

Nonetheless, the Evaluator believes that the quantitative data is based on the best evidence currently available, and that the impression it conveys is a realistic one. For the moment its validity must stand on the reader's judgement that these activities are of some educational value.

3.3 UTILISATION OF RESOURCES

As this is an important question, it is the subject of periodic internal evaluation reports. A great deal could be said about the Project's use of its principal capital assets - the Project Centre, the Project House, the University premises, the Minibus, the Video Recorder, etc., but space for a comprehensive list and description of the use of these is not available in this document.*1 However, it may be useful to present a brief analysis of how the Project is using its most significant asset - manpower. During the last week in February 1977 and the third week in November 1977, each member of the Project team kept detailed diaries of their daily activities.

The information is divided into Fieldworkers (the Co-ordinator, the Neighbourhood Tutor, the Preschool Co-ordinator, the Literacy Worker, the Community Librarian and the Link Teachers), and the Research and Administration staff (the Director, the Secretary/ Administrator, the Evaluator and the Information Officer).

It would be possible to question this classification, e.g. should the Co-ordinator be included in the Fieldworkers' or the Administrator's category. In view of the relatively unrefined nature of the data, this does not constitute a critical shortcoming.

The contents of these diaries were then post coded into seven categories as follows:-

1. Work with members of the community. This includes work with children in school.
1-2 Joint work with members of the community and other professionals, e.g. team teaching in school.
2. Work with other professionals. If one other professional was present, then the time was allocated to this category.
3. Meetings with other members of the Project Team.
4. Administration and Research - all administration, preparation time and individual study, was allocated to this category.
5. Travel time.
6. Relaxation.
7. Other time which is not productive for the Project.

The /

*Footnote 1 : For a brief description of these resources cf. 2.4.3.

The amount of time worked in each category was then calculated for each team member. The percentage distribution of working hours for the team workers as a whole was as follows:-

CHART I Research & Admin. Staff — Fieldworkers — February 1977

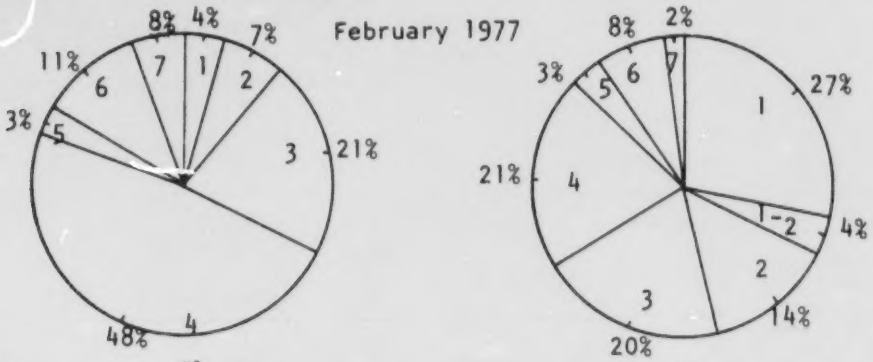
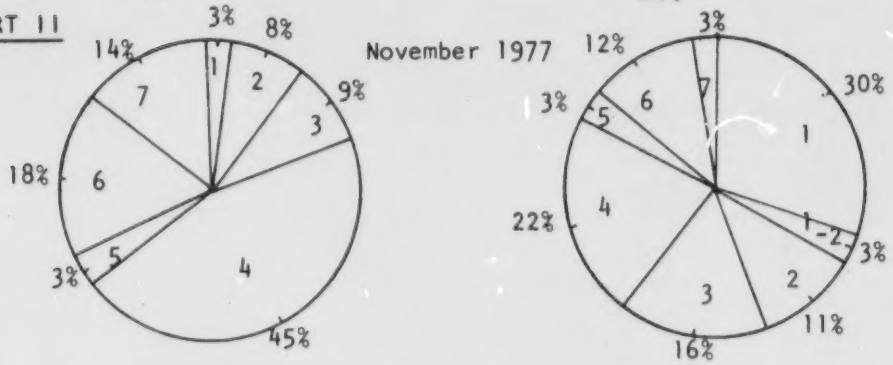


CHART II — November 1977



(The average hours worked per week was 43)

CODE:
1 = with the community
1-2 = community and professionals
2 = with other professionals
3 = Project team meetings
4 = Administration & Research
5 = Travel
6 = Relaxation
7 = Other

The most noticeable aspect of these charts is the marked similarity between the Fieldworkers' distribution of time in February and November.

The pattern for the Research and Administrative staff was also similar during the two months. The principal difference was a reduction in time spent at Project meetings and an increase in relaxation and other. The increase in relaxation was almost exclusively due to an increase in evening work, which results in the evening break, 5.30-7 pm (say) being included in the working day.

As there is a limited extent to which one week can typify the ongoing work of the Project, some caution should be exercised if generalising from these results. Without expressing any value judgement, it is noticeable that a considerable proportion of both the Fieldworkers and the Admin. workers time is spent on team meetings and administration. No doubt the experimental nature of the Project and its stage of development are factors in this allocation of time. It will be interesting to see if this alters as the Project matures.

3.4 MOORPARK AND EDUCATIONAL UNDERACHIEVEMENT

Does Moorpark manifest those symptons which typify other inner city educationally deprived areas. Although both primary schools which serve this area are new and can provide good facilities, previous research *1 has indicated that the educational performance of children from such neighbourhoods is not a true reflection of their ability. The test scores of children from Moorpark indicate that this finding may apply to this community. The I.Q. scores are not significantly below average and even making the conservative assumption that the I.Q. score measures the child's innate ability, there is still a discrepancy between this score and reading ability as measured by the Edinburgh Reading Test. Precise statistical analysis has not been carried out, but the reader may draw his own conclusions from the data presented below:-

TABLE 7 (Average test scores)

Preschool	I.Q.	English Picture Vocabulary Test	Reynell Verbal C'hsn.	Reynell Expressive Language
3 year olds	93	101	85	85
4 year olds	97	101	93	96
5 year olds	99	99	97	100
St.Saviours School Primary 1	103	102	102	102
Copeland School Primary 1	94	95	90	99

TABLE 8 (Average test scores)

St. Saviour's School	I.Q.	Edinburgh Reading Test
Primary 3	102	94
5		88
7		88
Copeland School		
Primary 3	101	97
5		83
7		84

Educational /

*Footnote 1 : DOUGLAS, J.W.B. et al *"All our Futures"* 1968. Peter Davis.
The Robbins Report *"Higher Education"* 1963. HMSO.

Educational performance is only one dimension of deprivation. There are many others but the examination of these is limited by ethical restraints. This experiment does not exist in a vacuum or in a laboratory; it exists in a community, and concerns real people who are parents and citizens. This considerably limits the collection of the kind of information which the social scientist finds desirable, e.g. the Evaluator has been reluctant to gather information about unemployment rates or criminal offences.

3.5 THE RATIONALE

In order to place this evaluation of S.E.E. in its correct context, it may be useful to describe the principal factors in its evolution. During the past decade there has been a heated debate, conducted on both sides of the Atlantic, about the nature, functions and purpose of evaluation. The limitations of relying solely on test scores, the restrictive effects of the traditional pre-test→ input→ post-test model, the growing disillusionment with the newer panaceas such as behavioural objectives*1 have lead to a rapid growth in alternative approaches*2.

In this country the most influential of these have been the illuminative/democratic*3 models. These have emphasised the need to focus on the educational processes themselves, the necessity of maintaining a flexible research design and a pragmatic choice of method; not surprisingly, they have been subject to considerable criticism in their turn. A recent paper*4 by Ernest House isolated eight separate evaluation schools, each containing a variety of methodologies and other authors *5 have referred to some 1600 studies which are relevant to evaluation. Thus, the current situation is characterised by a plethora of research and universal uncertainty. No new orthodoxy is likely to emerge in the immediate future.

In the absence of a consensus about the evaluation approach to any given educational problem, what have been the guiding principles for the development of the evaluation of S.E.E. Without doubt the cornerstone has been the need to maintain a harmony between the style of the Project and the style of the evaluation.* 6

This /

Footnotes:

*1 : STAKE, R. *"Measuring what Learners Learn"* in HOUSE, E. *"School Evaluation : The Politics and Process"*. 1973. McCutchan, Berkely.

*2 : STENHOUSE, L. *"An Introduction to Curriculum Research and Development"*. 1975. Heinneman, London.

*3 : MACDONALD, B. *"Evaluation and the Control of Education"* and PARLETT, M . and HAMILTON, D. *"Evaluation as Illumination"* in *"Curriculum Evaluation Today : Trends and Implications"* 1976. MacMillan, London.

*4: HOUSE, E. *"Assumptions underlying Evaluation Models"*. Paper presented to the Annual Meeting of the American Educational Research Association, New York, April 1977.

*5 : STRUENING and GUTTENTAG *"Hand Book of Evaluation Research"* 1975. Sage, London.

*6 : BECHER, R. *"Styles in Curriculum Development and Curricular Evaluation"* 1974. S.C.R.E.
This consonance between evaluation and fieldwork has been actively encouraged by R. Becher.

This is manifested at many levels - there are frequent evaluation seminars; the Evaluator reports directly to the Project Director; he works alongside the Fieldworkers; he attends Project Group Meetings and, occasionally, he co-operates with other members of the team in writing reports. This is a position fraught with dangers; too close an association with the Project could result in a lessening of objectivity; too distant a relationship could produce a divorce from the Project's day to day realities.

The role of the Evaluator within S.E.E. has not been static. During the first six months he was an integrated member of the team, but following the recommendation of the external evaluators *1 in January 1977 that he was overinvolved with the day to day running of the Project, this intimate association was amended to one of close collaboration.

Given this proximity to the Project's action, where should the Evaluator commence his investigation? A logical starting point is the Project's stated aims and objectives. These provide a touch-stone against which assessment criteria can be deduced, hypotheses tested and future developments examined. Prior to the summer of 1976, the aims of S.E.E. were spread over a series of papers; "A Total Education Project" December 1975; "Report by Director" March 1976; "The Strathclyde Project for the Disadvantaged Child" April 1976. Since then a further statement has been produced "Strathclyde Experiment in Education" - Aims Document, November 1976. An examination of these documents shows that the Project was primarily based on a justification of the process, rather than a pre-specified educational curriculum. Thus the descriptions of the Preschool Co-ordinator, the Link Teachers, the Educational Visitor and the Library Worker were concerned with describing the general kind of work they would be doing, rather than with a precise syllabus of work. The evaluation, in order to maintain consistency with the reality of the Project has also focussed on process, e.g. the effectiveness of the parents discussion/experience groups has been judged in terms of the numbers of residents attending, rather than the quality of the discussion or the educational material presented by the Neighbourhood Tutor. This does not imply that the curriculum is unimportant, merely that consideration of it is deferred until a comprehensive policy is developed.

In this manner the stated aims can provide a point of departure for the evaluation, but too great a reliance cannot be placed on them. It has to be borne in mind that this is an experiment; its function is to explore new fields and to encourage the growth of new ideas. It has responded flexibly to the forces and opportunities which have presented themselves and to attempt to assess its progress entirely in terms of its historically stated aims and objectives would excessively restrict its room for manoeuvre.

If /

*Footnote 1: The external evaluators Professor Stones (University of Liverpool), Hamish Paterson, David Hamilton (University of Glasgow) meet periodically to discuss evaluation papers and the progress of the Project.

If these original aims cannot provide absolute guidelines, what criteria would the different audiences for the evaluation apply? As discussed earlier this will depend, in part, on their interest in the Project. The teaching profession may be primarily interested in improved attendance and behaviour, the Inspectorate in improved test scores, the local community leaders in a reduction in vandalism, the politicians in improved co-operation between home and school, etc. This choice of audience seriously affects the decision as to whether an educational innovation is judged to be a success or failure. Thus the Westinghouse Report allegedly demonstrated the failure of the Headstart programme, whereas some recent reports*1 have documented its successes. In order to resolve this dichotomy, the Evaluator has to choose whether to present the information which each different group seeks. In the above case this could involve questionnaires on the teachers' perception of behaviour in the school, examination of attendance patterns, I.Q. scores, etc. Alternatively, he can attempt to collect data which is of interest to all these groups, but this approach requires that the data should be highly objective. This report adopts the latter approach and this has led to a concentration on quantifiable data, which is less subject to selective bias, rather than the kind of qualitative information which is available through case studies. Again this does not imply that these features are unimportant, merely that consideration of them is held in abeyance.

Clearly, other factors have been involved in determining the direction of the evaluation; contact with other Projects, advice from academic sources, original ideas, chance occurrences and personality characteristics have all played their part. Nevertheless, it is hoped that this brief description of the principal influences will allow the reader to locate the evaluation within the development of the Project.

*Footnote 1: PALMER, F. et al. *"The Effects of Early Childhood Educational Intervention on School Performance"*. A paper prepared for the Presidents Commission on Mental Health. July 12 1977.

3.6 THE FUTURE

As other authors have pointed out*1, the nature of the evaluation varies as the Project develops. Thus it may be useful to present an outline of the kind of data which will be collected in the immediate future.

Very little has been said in this section about progress in the schools (cf.2.3.6). Primarily this is because the evaluation of the Project's school related activities has been limited to periodic interviews with the Head Teachers and Assistant Head Teachers. Plans for further inschool studies are currently being discussed with the schools, and it is hoped to report on them in the next internal Evaluation Report (ER4). The objective will be to describe and clarify the inschool situation. Primary sources of basic data will include interviews with the professionals and members of the community, examination of background documents and previous interviews with Head Teachers, Assistant Heads, Link Teachers, etc. One model for this work will be the "responsive" type of evaluation which is advocated by R. Stake.*2 By its nature this kind of study is more problematic and open to debate than the numerical data just presented. Regrettable as some readers may find this, the actions of the Project in the schools have not been designed to produce data which is easily quantifiable in the short run and the evaluation should mirror this slant.

In many ways parental attitudes are the central theme of the Project but the outcomes of a change in these may not manifest themselves for a number of years. Two methods will be employed to obtain some insight into this "secret garden" of education. Firstly, it is proposed to carry out 'family' studies of eight Moorpark families. The difficulty with this kind of case study is that the choide of family can bias the final conclusions. It is possible either to select families which are extremely promising and thereby produce favourable results or to select umpromising families and produce negative results. Extended discussions on this problem have been conducted with the Project team and with other evaluators. Several families have now been selected and their permission for these studies is now being sought. The next but one Evaluation Report (ER5) will deal with this topic. In addition, two interview schedules are under review for use with a wider selection of parents.

The range of items which could be collected concerning the children's educational performance is considerable. To date, test scores and attendance patterns comprise an intrinsic part of the evaluation. Further baseline data collected by teachers on classroom behaviour, teachers' impressions of children, some specimens of tne children's painting and of their oral adequacy have also been gathered, but the methods of analysing this data has not yet been finalised.

This section /

Footnotes *1 : HAMILTON, D. et al. *"Beyond the Number Game"* 1977. MacMillan, London.

*2 : STAKE, R. & GJERDE, C. *"An Evaluation of T City"* Aera Monograph, Series on Curriculum Evaluation No.7. Rand McNally, Chicago.

This section has only specified those areas of work which will definitely be undertaken. Clearly, there exists vast scope for further investigation of parental behaviour, community action, appearances at Children's Panels, referrals to child guidance, etc. Future developments will determine which of these will merit further examination.

SECTION 4 : DISCUSSION

SECTION 4 : DISCUSSION

To draw firm conclusions from the work so far, is premature, Such outcomes as improved intellectual performance and the sharing of decision making between parent and teacher must await further evidence and developments. However, certain issues have emerged since the start of the Project which merit brief discussion.

Apathy?

The first issue concerns the commonly held view that parents living in disadvantaged circumstances are either apathetic or antagonistic to their children's schooling. There is no doubt that apathy is widespread, but it would be wrong to conclude that parents do not care about the education of their children. (See Appendix D). The response from the residents of Moorpark to many of our events has been most encouraging. If regular attendance at the activities, e.g. Library, Family Workshops, etc. is an indication of interest in education, then there is a great deal of educational interest in Moorpark. The difficulty would not seem to be apathy, but the lack of a structure through which this latent energy can emerge.

Education and Regeneration.

The major issue concerns the role of informal education in community regeneration. For many, education is primarily concerned with development of the individual. There is an implicit assumption that promotion of the child, adult, parent, teacher, etc. will inevitably strengthen the group structure of society - family, school, community, etc. However, if regeneration is desired, a dogmatic attachment to the individual may be counter-productive. A hallmark of a healthy community must surely be a group of local adults willing to give up time and energy to improve the quality of community life. The emergence of competent and confident parents must be one of the goals of a programme that is concerned with counteracting educational disadvantages.

Parents and Professionals.

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Parents and Professionals.

Educational leadership by local residents in inner city communities is a relatively new concept. Although the neighbourhood is familiar with other forms of leadership, (e.g. political and social) it has no experience of structural educational decision making. In several areas of the Project's work - preschool, family workshops and discussion groups, local leaders are beginning to emerge. The role of the Neighbourhood Tutor in supporting these new development is critical at this stage.

In our search for partnership between professional and parent, the experiences in the Community Library have shown that this new relationship is not an unrealistic goal. For example, the Library is the immediate responsibility of the Literacy Worker, but local residents of Moorpark share in its management. Indeed, without the support of local people, the maintenance of the service would be severely impaired.

The Schools.

Two features of the Project's work in the schools have been the development of home/school liaison through the Link Teachers and the promotion of inservice training. The role of the Link Teachers, in attempting to balance their responsibilities to the Project, the schools and the families, has proved extremely difficult. Despite these problems, the Link Teachers have successfully piloted some ways in which a teacher's presence in the home can be of educational importance. When this process has been clarified there should be no need for a specially appointed home/school visitor.

From our experiences in Govan, we would be somewhat reluctant to recommend such an appointment. We are of the opinion that this responsibility should be shared by the majority of teachers in school, and that additional staff could be allocated to allow the class teacher time for home visits.

The Project has shown that the introduction of relevant inservice training can effectively support the school in the development of new ideas in the classroom.

Should Strathclyde Region consider the extension of Home/School links in the form suggested above, adequate inservice training at school and community level would also be necessary to support the teachers' work in this field.

Administration.

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Administration.

At the outset it was not fully realised that in such an innovatory project, administration in terms of organisation, meetings and discussion, etc. would be so time consuming for all the team. An efficient and effective infrastructure is a necessary support for any similar work.

Prerequisites.

Another issue concerns the over optimistic expectation within the Project Team and Steering Committee as to the time and effort required to bring about relatively minor changes in the practice of parents and teachers. Clearly, such changes are more effective when the institutional powers - Head Teachers, Community Leaders, and Administrators, are wholeheartedly supporting the initiative. That necessary support is only now in evidence in Govan.

If deprivation is to be counteracted, it is essential that the potential of both professional and parent be coupled with adequate resources and political support.

> *"A proper organisation of educational and economic life, we believe, can unleash a people's creative powers without recreating the oppressive poles of domination and sub-ordinacy, self esteem and self hatred, affluence and deprivation."*
>
> (Bowles and Gintis 1976)

The Way Ahead.

We believe that the Govan Project has explored some of the ways in which this creative energy can be released. This has involved a learning process for all the Project Team. We are now in a position to consolidate the more productive areas of our work.

We also feel that it would be fruitful to pursue an investigation of further issues which have emerged as important. These would include (a) an examination of the role of the Neighbourhood Tutor as an educational energiser within the restructured Community Education Service; (b) the co-ordination of those professionals concerned with the education of children, e.g. teachers, community workers, psychologists, health visitors and social workers, and (c) the preparation of a programme of training for class teachers who wish to work with parents both at home and in the school.

A P P E N D I C E S

A ... Steering Committee

B ... Project Team

C ... List of Video Tapes

D ... An Example of Parent/Child Learning

E ... Inservice Work in the Nursery School

F ... Dissemination of Information on S.E.E.

APPENDIX A

S.E.E. STEERINC COMMITTEE

Mr. D. Burns	Depute Director of Education (Chairman) Strathclyde Regional Council.
Cllr. J. Cannell	Strathclyde Regional Council.
Mrs. C.M. Carmichael	Department of Social Administration, University of Glasgow.
Mr. L. Clark	Inspector of Schools, Scottish Education Department.
Mr. P. Drake	Education Officer, Glasgow Division, Strathclyde Regional Council.
Sister Doreen Grant	Department of Education, Glasgow Division, Strathclyde Regional Council.
Cllr. M. Green	Strathclyde Regional Council.
Mr. M. MacKenzie	Department of Education, University of Glasgow.
Mr. J. Montgomery	Area Manager, S.W. District, Social Work Department, Strathclyde Regional Council.
Mr. J.E. Wilkinson	Department of Education, University of Glasgow.
Mr. C. Williams	Director, Voluntary Services, Glasgow.

APPENDIX B

PROJECT TEAM

FIELDWORKERS	QUALIFICATIONS	TRAINING	EXPERIENCE
Co-ordinator - Sister Doreen Grant	C.B.E., M.Ed., Dip.Adolescent Development.	Teaching (Primary and Secondary)	Teaching. Community Work. Head Teacher.
Neighbourhood Tutor - Kathy Robinson	B.A.(English)	Teaching (Secondary)	Teaching. Careers Service.
Preschool Co-ordinator - Nancy McAdam	-	Uncompleted Teacher Training	Playgroups: Rota Mum-SPPA
Link Teacher - Alan Locke	Dip.C.E.	Teaching (Primary)	Teaching(Primary) Playleader.
Link Teacher-Teresa McLaughlin	Dip.C.E.	Teaching (Primary)	Teaching (Infants).
Literacy Worker - Ann Burnett	M.A.	Teaching (Secondary)	Teaching Remedial Work Adult Literacy.

EVALUATION AND ADMINISTRATION			
Secretary/ Administrator - Jean Aitken	-	Secretarial	University Research Projects.
Evaluator - David Williamson	B.Sc.(Eng.) M.Admin. Dip.Ed.	Teaching (Secondary)	Research
Director - Eric Wilkinson	B.Sc.(Chemistry) M.Ed. A.B.Ps.S.	Teaching (Secondary) Psychologist	Teaching. Research. University Lecturing.

APPENDIX C

LIST OF VIDEO TAPES MADE BY THE AUDIO VISUAL DEPARTMENT OF JORDANHILL COLLEGE OF EDUCATION

1. Stairhead Seminars.
2. Concept of a Black Pudding.
3. Join the Professionals.
4. Moorpark Festival.
5. Children in Infant Classes.
6. Upstairs Only.
7. Play with Me.
8. More than an Outing.
9. Link Up.
10. Help!
11. Communities in Crisis (in production).

APPENDIX D

AN EXAMPLE OF PARENT/CHILD LEARNING

The following transcript is taken from a discussion between a neighbourhood tutor and a father from Moorpark. The tutor had spent the first part of the session trying to introduce the idea that, in order to pursue learning with their child, parents should not be afraid to reveal to their children that they don't know everything. She had given a number of examples in which the parent kept his prestige with the child, and even enhanced it, while at the same time showing that he still had something to learn, but the father refused each of these examples, countering them with side issues rather than direct criticisms or disagreements. Towards the end of the sesson the father offered this example of his own learning with his child.

Neighbourhood Tutor:

Tell me that thing about the alphabet again, because we were talking about how you learn with a child and the excitment it gives them.

Father:

My daughter came in with the book - it was the alphabet - first of all, I wasnae too interested. She says to me "Daddy, are you going to teach me it?" Well, rather than turn the wean away, I says, "Well, come on then". You know, and I didnae know most of the alphabet myself - well, I knew up to 'r' or something like that, you know; after that, it was 'x, y, z' was the last of it.

So I said to her, "Right - come on and we'll sit down." Well, I was quite interested at the beginning, but see when I got after it, I got interested and she seen that I was getting excited you know, because I was learning as well as her - she says to herself - "I've showed you that, Daddy", you know?.....

Well, my self-achievement was knowing the whole lot of the alphabet now. Her achievement was, she knows some of it but she's taught me the rest of it. You see. That's what I said to her: "Oh, Daddy's knows the alphabet now." She looked at me as if to say, "Did you no' know it? I've taught you something!" And this is it. Self-satisfaction for the kid. Knowledge of me giving her a hand, plus the fact, me learning something out of it as well.....

Neighbourhood Tutor:

That's great!

Father:

Self-satisfaction, plus the fact that the kid got something out of it as well. I think if a wean gets nothing out of it, the interest just isn't there.

APPENDIX E

INSERVICE WORK IN THE NURSERY SCHOOL

BROOMLOAN ROAD NURSERY GROUP.

Inservice Course 1977-78.

At the invitation of the Strathclyde Experiment in Education.

Long term aim. Refreshment of all staff in Health Education Studies as relevant to preschool education.

Objective. To produce a presentation in various media, of a thesis, as a group. The group will observe record and evaluate data gathered in their own school environment.

Strategies. The group will require sometimes to master new skills, e.g. video recording with a portable backpack, and to develop further skills of evaluation and reportage. The group will choose an area of study from a list provided by Mrs. Jean Lewis of Health Education. They will enjoy informal contact with consultant lecturers and technicians as appropriate.

The time span for this project is flexible. It is important, that once it is underway, that the group are supported sufficiently to bring the study to a professionally acceptable conclusion. It is expected that several different subject areas will provide occasional consultant services as the study evolves. It is hoped that an exhibition type presentation will be possible.

The idea for this new type of inservice activity, is a development from an idea suggested by Dr. Ethel Gray for dissertations in Early Primary Associateship Studies, where two students, working on the same topic, could profitably engage in more extensive studies in depth, than working singly in unconnected areas

Report of activities to date.

Tom Sanderson of the Ed. Tech. Department demonstrated the use of video backpack to several of the staff who had a number of practice sessions with the camera. On November 15th Miss Lewis (Health Education Notre Dame) and I visited Broomloan and Moorpark areas and saw Mrs. McAdam. On all three days consultant contact between Miss Moss and the Headmistress Gail Young, and informal dialogue between Miss Moss and the staff of the Nursery School, were undertaken.

Two community group meetings have been attended by Miss Moss and at the third meeting in January 1978 she indicated postponement of the development of this inservice project over to the summer term, so that an earlier independent pilot study of preschool children's paintings (September 1974 - June 1976) could be collated, and brought to a conclusion, during a time of year, when even one absence among staff might disrupt this sort of inservice programme.

Janet Moss
Notre Dame
College of Education.
March 1978.

APPENDIX F

DISSEMINATION OF INFORMATION ON S.E.E.

The work of the Govan Project has been the subject of several lectures and seminars organised by the following Institutions and Societies:

Newcastle University
Liverpool University
The Open University
Glasgow University
Leeds University
E.I.S. (Ayr Branch)
Strathclyde Region
Education Committee
Jordanhill College of Education
Notre Dame College of Education
Quarriers Homes
B.A.E.C.E.
Scottish Educational Research Assoc.
Education Section of the British
Psychological Society.
Scottish Institute of Adult Education.
Tayside Regional Council -
Community Education Department.

The Project has also been visited by several interested individuals and groups not only from Scotland but throughout Britain and abroad.

In June 1977, S.E.E. organised a meeting of the five major funded projects on the subject of School & Community. The Projects involved were:

Aberdeen School & Community
Western Isles Community Education Project
Lothian Home Visitors
Scottish School Councils Project
Strathclyde Experiment in Education.